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ABSTRACT

Following an introductory discussion by E. J. Josey that provides a perspective on college and university libraries, the following essays are presented: (1) "Academic Library Planning--Definitions and Early Planning Studies in Academic Libraries" (Stanton F. Biddle); (2) "Academic Libraries and Academic Computing--Rationale for a Modern Marriage" (Barbra Buckner Higginbotham); (3) "Building Faculty/Library Relationships--Forging the Bond" (B. Anne Commerton); (4) "The More Things Change, the More They Remain the Same--or, the Impact of Automation on Service Patterns in the University Library" (Anne F. Roberts); (5) "Impact of New York's Collection Development Funds on Resource Sharing" (Joan Neumann); (6) "A Reappraisal of Bibliographic Instruction" (Christine Root and Susan Griswold Blandy); (7) "Basic Education for Today's Academic Library Professional" (Joseph A. LoSchiavo); (8) "Profile--The Library Resources Center of Erie Community College/North Campus" (Sylvia J. Moran); (9) "Faculty Status for Academic Librarians--The Dream and the Reality" (Catherine T. Brody); (10) "College Libraries and Resource Sharing--An Interlibrary Loan View" (Corinne Nyquist); (11) "The Impact of Preservation and Conservation Efforts in New York State" (Barbara von Wahlde); and (12) "Participatory Management and Its Relevance to Academic Libraries in Africa--With Specific Reference to English-Speaking Africa" (Joseph B. Ojiambo). (KM)

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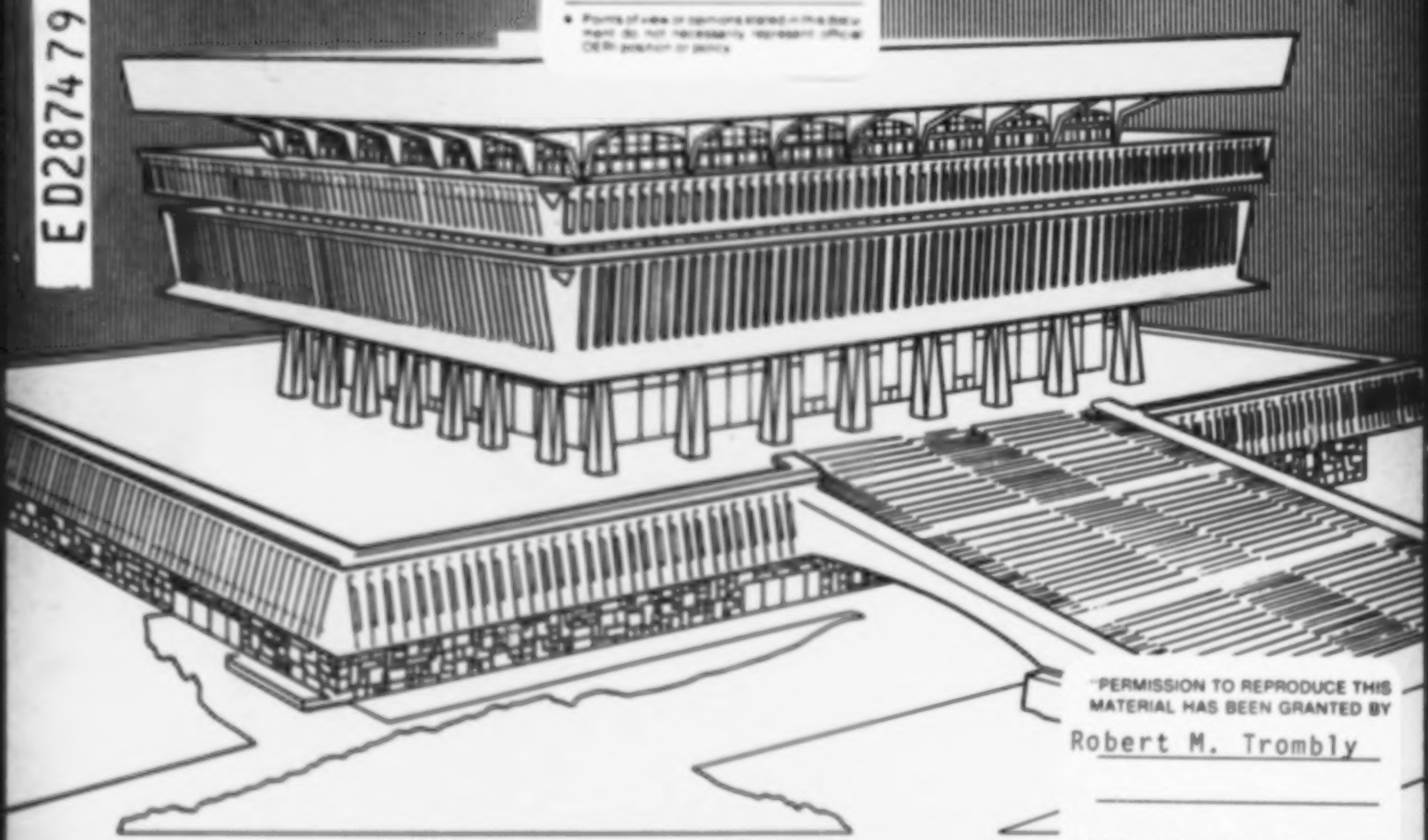

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# IN PERSPECTIVE: COLLEGE AND UNIVERSITY LIBRARIES

The subject of this issue of *The Bookmark* is College and University Libraries. Libraries are very important components of the institutions they serve and reflect the instructional and research programs of these institutions. While the library is very important in every phase of higher education, there are those who would argue that the undergraduate library is most important in the education of those young people who attend college immediately following high school. Ernest L. Boyer in his *College: The Undergraduate Experience in America* declares, "we further recommend that every undergraduate student be introduced carefully to the full range of resources for learning on the campus. Students should be given bibliographic instruction and be encouraged to spend at least as much time in the library – using its wide range of resources – as they spend in classes." Continuing, Boyer admonishes, "for the library to become a central learning resource on the campus, we need above all liberally educated librarians, professionals who understand and are interested in undergraduate education, who are involved in educational matters.... The librarian also must extend learning resources on the campus and be a leader in linking the campus libraries to knowledge networks far beyond the campus. The library may not be 'obsolete in twenty-five years,' as one administrator predicted, but surely because of technology, the scope and method of its work will change – a dramatic revolution already underway."

The authors of the 12 essays in this issue would agree with Boyer that "a dramatic revolution is already underway" in college and university libraries in America. They would also support his fundamental belief regarding the importance of the undergraduate library, although the key topics discussed in this issue relate not only to the undergraduate library, but also to the community college library, and to the library learning resources center as well as to the university research library. In New York State, college and university librarians are not only participants in the dramatic revolution, they are also extending learning resources on their campuses and are leaders in linking their libraries to knowledge networks beyond their campuses through the reference and research library resources systems and other networks.

For college and university libraries to be a part of the dramatic revolution, they must engage in academic library planning. Stanton F. Biddle begins the discussion with his provocative article, "Academic Library Planning: Definitions and Early Planning Studies in Academic Libraries." It is his view that "as the competition for college and university resources continues to become more intense, one can expect to see those libraries with well-developed, long-term plans based on sound documentation surviving and prospering. They are the ones which would be able to adapt to changes in the environment and to take advantage of the opportunities which arise." As part of the dramatic revolution, Barbra Buckner Higginbotham of Brooklyn College calls for a marriage between libraries and computing centers. It is her position that "when all new manuscripts are routinely produced in machine-readable form (a near-term situation) and the bulk of existing print materials judged to be of permanent research value have been converted to digital formats, this separation of services based on paper vs. electronics will be meaningless." Strengthening human relationships is still necessary in developing positive relations between the library and the faculty. Anne Commerton suggests that "we must be cognizant of what are the barriers to forging good working relationships.... The basis for conscious improvement of faculty/library relations has to be the library philosophy."

Anne F. Roberts of the University at Albany, State University of New York discusses the impact of automation on service patterns in the university library. It is her contention that "for some university libraries, automation has been a tool to provide better service to users." Selection of resources for college and university libraries in New York State has changed to collection development. Joan Neumann of the New York Metropolitan Reference and Research Library Agency (METRO) points out that "in 1981 New York State became the first state in the Nation to recognize financially the contributions college and university libraries make to statewide resource sharing by instituting a million dollar annual grant program in coordinated collection development aid to academic libraries." Not only does she discuss the impact that this program has had on interlibrary loan, but she also suggests seven ways in which the impact of collection development funds on resource sharing could be increased. Bibliographic Instruction enriches and extends classroom instruction and encourages students to become independent users of all types of libraries. Christine Root and Susan Griswold Blandy of Hudson Valley Community College give a reappraisal of bibliographic instruction and recommend that "in the 1980's the sophisticated users of information must have a basic understanding of traditional library resources as well as the new technological storage and retrieval systems."

What is the basic education requirement for the academic library professional of the 1980's? Joseph A. LoSchiavo of Fordham University suggests that "one must now be reasonably prepared to function both as an *Information Scientist* and a *Librarian* before assuming even a first entry-level position." In addition, he calls for library school graduates to serve an apprenticeship and suggests that "the apprenticeship question can be answered by an expansion of library school curricula to include internship or residency programs prior to the granting of the degree." Sylvia J. Moran of Erie Community College/North provides a profile of the Erie Community College/North Campus Library Resources Center. She projects that "in the next decade, the inexorable transition from manual to automated systems will be accelerated, and it is expected that when the LRC at ECC/N reaches its fiftieth anniversary, virtually all services will have benefitted from major technological transitions."

Catherine T. Brody of the New York City Technical College provides an assessment of faculty status in her article, "Faculty Status for Academic Librarians: The Dream and the Reality." It is her position that "academic librarians must ask themselves whether they are *living* faculty status or merely claiming it." She concludes that "faculty status *is* possible, and not in name only, as is sometimes now the case. It requires a revitalization and commitment in support of the concept." An examination of the role of college libraries in regional resource sharing programs from an interlibrary loan point of view is made by Corrine Nyquist of the SUNY College at New Paltz. While she believes that the academic library network is rather successful, nevertheless, she calls for a study "to determine how well the research needs of the patron not attached to an academic institution in the area where she or he lives are served by the present system." Barbara von Wahlde of SUNY at Buffalo discusses the impact of preservation and conservation efforts in New York State. She indicates that "New York has developed a model of coordinated statewide preservation programs unique in the United States." In spite of the progress in such a relatively short time, it is her belief that the "deacidification processes and storage methods must be assessed in terms of current and future impact. Monetary and technical support of programs must continue and grow if our long-term plans are ever to bear fruit." In recent years academic libraries in the United States have engaged in participatory management. The concluding essay by Joseph B. Ojiambo is concerned with participatory management and its relevance to academic libraries in Africa. He reports that "management problems experienced by academic librarians in the industrialized countries are not very dissimilar from those experienced by the academic librarians in developing countries as they all revolve around four major areas of management: (1) human resources; (2) financial resources; (3) physical facilities and technology; and (4) operations. However, the magnitude of the programs varies from country to country and from institution to institution."

The variety of critical issues raised in this collection of essays on college and university libraries confirms that libraries in higher education are not only participating in the dramatic revolution taking place on the nation's campuses, but in many instances they are leading the revolution. Moreover, academic libraries are providing a myriad of services which enhance and strengthen the instructional and research programs of their parent institutions. If there were no college and university libraries we would have to invent them.

E. J. Josey

# ACADEMIC LIBRARY PLANNING: DEFINITIONS AND EARLY PLANNING STUDIES IN ACADEMIC LIBRARIES

*By Stanton F. Biddle,*
*Chief Librarian, Bernard M. Baruch College,*
*The City University of New York*

The employment of planning as a management tool is a topic which periodically gains popularity in library literature and in academic library management circles as administrators seek new ways of coping with the volatile environments in which they find themselves and their libraries. Pressures to increase efficiency and effectiveness, pressures to develop and implement new services or to take advantage of new technologies, or mandates to cut costs with minimal impact on resources and services, force them to seek better ways of evaluating their status and developing feasible proposals for change.

Library management students and researchers have also turned to planning periodically as a process with a potential for helping to find solutions to problems, or for developing strategies for dealing with the challenges of library administration. As academic library managers and administrators have recognized the need to become more competitive in order to survive in a rapidly changing environment, they have also become more aware of the need to be able to anticipate and control change, and to develop plans and programs to take advantage of the opportunities change presents.

Planning is a management tool which should enable decision makers to project possible long-term consequences of current events and to anticipate future effects of events and trends outside of the organization.

## DEFINITIONS OF PLANNING

There are many definitions of planning. In his description of a 1973 library planning effort at Cornell University, William E. McGrath stated, "...in modern management there is no universally accepted planning procedure, vocabulary, or model."[1] In his proposal for the same planning effort, Cornell Library Director David Kaser stated, "...it is important to note that today's concept of planning came into the general arena of management only a scant decade ago... Simple as it may sound, recognition of planning as an impersonal organizational structure for determining future action' was not postulated until 1961."[2]

Kaser was referring perhaps to the publication of works such as *Planning Theory* by Preston P. LeBreton and Dale A. Henning (1961) in which the authors describe planning as the process of determining courses of action. Formal planning includes three essential characteristics: 1) involve the future; 2) involve action; and 3) be the result of personal or organizational causation.[3]

In *A Concept of Corporate Planning* (1970), Russell L. Ackoff presents a somewhat different concept of planning, maintaining that there are two basic types of planning, strategic and tactical. Strategic planning deals with long-term goals and objectives and is concerned with what an organization intends to achieve over a given period of time. Tactical planning deals with specific decisions within a time frame and is primarily concerned with day-to-day decisions which lead the organization toward its long-term goals. Tactical planning is influenced by strategic planning decisions, just as strategic planning decisions are strongly influenced by the successes, failures and feedback provided by tactical planning.

In addition to differentiating between strategic and tactical planning, Ackoff identifies five interrelated elements in a planning process:

1) Ends – the specification of objectives and goals
2) Means – the selection of ways in which goals and objectives will be pursued
3) Resources – the determination of types and amounts of resources required, how they will be generated or acquired and how they will be allocated to activities
4) Implementation – the design of decision-making procedures and ways of organizing them to carry out plans
5) Control – monitoring implementation and making adjustments where necessary

Ackoff also describes three basic approaches which should be considered in discussions of planning. He calls them: 1) the "satisficing" approach; 2) the "optimizing" approach; and 3) the "adaptivising" approach.

The goal of planning under the "satisficing" approach is to identify and attain minimally satisfactory levels of performance. The goal of planning under the "optimizing" approach is to attain the highest possible yield, given the resources available. Because of its highly quantitative nature, "optimizing" planning tends to involve extensive use of statistics, mathematics and simulated models.

The "adaptivising" approach views planning as a tool for gaining a better understanding of the organization and how it functions. Under this approach, planners are as concerned about the effects their efforts have on the organization as they are about how successfully, or unsuccessfully, an organization attains its goals. Plans based on either of the first two approaches can be developed and improved upon, based on the knowledge gained from adaptivising efforts. The key concern of the "adaptivising" planner is involving people in the process. Participation in the planning process gives individuals a better understanding of the organization and how it functions, and enables them to make more effective contributions toward its successful operation.[4]

Peter F. Drucker defines strategic planning as:

> ... the continuous process of making present entrepreneurial (risk-taking) decisions systematically and with the greatest knowledge of their futurity; organizing systematically the efforts needed to carry out these decisions; and measuring the results of these decisions against expectations through organized, systematic feedback.[5]

Robert D. Steuart and John Taylor Eastlick define planning as the process of:

> ...getting an organization from where it is to where it wants to be in a given period of time by setting it on a predetermined course of action. It is deciding what to do, how to do it, when to do it, and who is to do it. Planning consists of making decisions now regarding possible courses of action in light of established missions, goals, objectives, and other available information.[6]

George A. Steiner, another frequently cited writer in planning literature, defines planning from several perspectives. Planning deals with the futurity of current decisions. Planners look at the future consequences of an actual or intended decision. Strategic planning also looks at the alternative courses of action open and considers the impact of current decisions on future options. Second, strategic planning is a process; a process that begins with the setting of organizational aims, the definition of strategies and policies to achieve them, and the development of detailed plans to make sure that strategies are implemented so as to achieve the ends sought. Third, strategic planning is an attitude, an approach to life in that it necessitates dedication to acting on the basis of a contemplation of the future, and a determination to plan constantly and systematically as an integral part of management. Fourth, strategic planning must have a structure. It involves a network of mutually dependent plans, both long-term and short-term, tactical and operational.[7]

The absence of consistent terminology in the field is illustrated by the fact that in Steiner's definition he uses long-term and short-term, tactical and operational, to express the same contrast as Ackoff expresses when he uses the terms, "strategic" and "tactical" planning.

Planning is concerned with achieving specific objectives or goals in the future. It involves defining these goals, evaluating factors which might influence their achievement (economic, social, political, technological, etc.) and taking actions that might be necessary in order to maximize prospects for success. Alternative courses are considered, evaluated and selected, based on their overall effects on the organization in the present and in the future.

Planning should be seen as a process which, if effectively employed, can provide substantial rewards to managers and administrators. In a rapidly changing environment, planning can provide the library with a tool for anticipating change and developing alternative strategies for taking advantage of it.

Planning is more than the application of standards or the adherence to guidelines in evaluating an organization, or for comparing it to others. Many librarians have come to rely heavily on suggested standards developed by professional organizations and accreditation agencies. While these standards may be useful as planning tools, their application to a library for evaluation is not, in itself, planning. Planning occurs when the library accepts the standards as goals and develops a comprehensive program for attaining them. Robert E. Kemper, an early writer on strategic planning in libraries, sees a danger in this course of action. Standards are meant to be used as guides which must be adapted to meet a given situation. Recommended standards may be inadequate for a specific library, or may not address the particular needs at a given point in time. On the other hand, standards could be used to reduce support in cases where a library has managed to rise above the norm.

*"...planning requires that a predetermined course of action be involved...."*

Planning is more than the effective use of forecasting. Although it deals with the future, planning requires that a predetermined course of action be involved to affect the future. Forecasting is a tool of planning, but it must be combined with present decisions and the development of possible alternatives which can be taken in anticipation of future events in order to become a part of the planning process.

Planning is more than making decisions for the future, although it is concerned with the futurity of present decisions. "The question that faces the long-range planner is not what should we do tomorrow – it is what do we do today to be ready for an uncertain tomorrow."[8]

Planning is more than the production of a physical document. Planning is a dynamic, on-going, ever-changing, adapting process. It requires a constant evaluation of results of previous decisions in order to maintain a valid basis for present decisions. Planning documents, master plans and other reports are "snapshots" of the planning process at given points in time. Ideally, the process continues after the report is completed. Subsequent updates or periodic reviews document the organization's continuing interaction with its environment and its adaptation to change.

## EARLY PLANNING STUDIES IN ACADEMIC LIBRARIES

Modern library administrators and planners would do well to review library planning efforts which have been undertaken in the past when they begin developing their own planning projects. Despite David Kaser's 1971 comment about the relative recency of the development of planning theory as a management tool, there is evidence that librarians have long been concerned about developing and improving their libraries' functions and services, and have included comprehensive "planning" as one option for doing so. University and library administrators have also been interested in finding new ways of increasing the effectiveness and efficiency of their libraries.

In perhaps the earliest comprehensive analysis of American academic library operations, George A. Works surveyed the libraries of 18 of the Nation's leading colleges and universities in 1925. He was commissioned to conduct the study by the Association of American Universities.

Initially *"College and University Library Problems..."* was to have covered the period from 1875 to 1925. The scope was modified first to cover 1900 to 1925, and later to 1910 to 1925 because of difficulties Works encountered in gathering and interpreting meaningful data, and because of concern about comparisons between institutions and between different periods in time when terms and definitions were not consistent.[1]

Works' study is important because it was an early attempt to evaluate academic libraries by making comparisons between institutions and drawing general conclusions about college and university libraries based on the findings. Today it is routine for library administrators to examine their own organizations and to make judgments based on information available about other libraries. The fact that the lack of reliable and comparable data restricted the scope of Works' study is also important. Later efforts were able to build upon this base and to encourage librarians to maintain more accurate records and to seek to standardize terminology for activities being documented.

The study made a number of significant observations about college and university libraries, library staffs and specific problems and issues which are still of great concern to library planners, library administrators and university administrators today.

*College and University Library Problems...* began with a statement of the "functions" of academic libraries in 1925: 1) facilitate and encourage research... to the extent of securing the necessary printed resources; 2) facilitate the work of teacher and student in the processes of teaching and learning; and 3) offer opportunities for the general or "cultural" reading of student body and faculty.

> *"It contrasted [qualifications] for library professional staff and teaching staff...."*

Works' report stressed the need for more accurate, thorough, and consistent documentation of activities undertaken in libraries. It identified several trends but called for more research and more analysis of available data. It expressed concern about the status of professional staff in libraries and called for a clear distinction between clerical and professional work. It cited factors affecting the status of library staff which needed to be examined including salary, retirement provisions, vacations, tenure, relationships with classroom faculty and conditions governing attendance at professional meetings. It contrasted the relative preparation requirements for library professional staff and teaching staff and called for changes in salaries to reduce the disparity.

The key recommendation of Works' study was a strong case for greater cooperation and resource sharing among libraries and among their parent institutions. Works called upon *institutions* to determine specific areas of emphasis and to concentrate on them. "Competition drives up prices, scatters resources, condemns most efforts to mediocrity." University administrators – not librarians – must take the initiative in defining areas of emphasis through courses, research programs and faculty appointments.

Although the Works study and report was not designed or executed as a planning effort, it holds a key place in academic library planning because it demonstrates that there were concerns about the adequacy of library resources and services among members of the Association of American Universities in 1925, and that there was an awareness that it would be beneficial to document library resources and services by collecting, comparing and analyzing available data. The observations and recommendations included in Works' report were an attempt to draw conclusions about the status of the libraries studied based on the data collected, and to give directions for future university library development based on objective criteria. General goals and objectives were described, current and potential resources analyzed, problem areas discussed and recommendations about priorities for action made.

Another important early analysis of academic libraries was that conducted by the U.S. Office of Education as a part of a larger study of land-grant colleges and universities in the late 1920's.[10]

The overall survey was directed by Arthur J. Klein, Chief of the Office of Education's Division of Collegiate and Professional Education, U.S. Department of the Interior. The Library Section was directed by Charles Harvey Brown, Librarian of Iowa State College and later president of the American Library Association. The survey included 63 participants: 49 general and 14 Negro land-grant colleges.

The purpose of the survey was to determine the extent to which participating institutions met the five "requirements for good library service" set forth by its designers. The survey report began by outlining the "functions" of libraries in land-grant institutions in relation to effective teaching, research, intellectual development of the individual instructors, general reading of the students, and the state at large. It then set forth "requirements for good library service"; a set of conditions the writers felt a library required in order to function effectively:

Adequate book collections,
Suitable buildings and equipment,
Satisfactory relationships of library to institutional administration and to faculty,
Competent and sufficient library personnel, and
Adequate financial support.[11]

The survey itself was an analysis of each of the 63 participating libraries, with a determination of the extent to which each, and the libraries in general, met the "requirements" set forth. Six general categories were established for examining the libraries:

Usability of Libraries and Methods of Facilitating Use
Books and Periodicals
Buildings
Administrative Control
Personnel
Financial Support and Library Budgets

*The Survey of Land-Grant Colleges and Universities...* is important because it generated a large body of information on academic libraries, library resources and library services at the time. It set forth "requirements for good library service" and, using the data collected in designated areas of study, sought to make objective evaluations of the extent to which land-grant college and university libraries met these requirements in the late 1920's. It made observations and recommendations in each of the areas studied based on what was found among the 63 participating institutions and made general recommendations based on an overview of its findings.

Specific recommendations focused on how libraries could be made more effective. These included quantitative analyses of resources, services and user satisfaction; identification of desirable and objectionable features in buildings; guidelines for administrative control of libraries; suggestions for relationships between library administrators and other campus officers; statements about the professional status of librarians and the education and training required in order for them to function effectively in academic environments; recommendations about financial support and library budgets; and the need for the development of specific plans for future growth.

The Office of Education survey gave guidance and direction to those seeking to improve conditions at individual institutions and gave them bases for comparing their libraries with those of other colleges and universities. In an article published in the July 1932 issue of the American Library Association *Bulletin*, Charles H. Brown described how a library director might make the best use of the study, its findings and its recommendations.

The Office of Education survey differed from the Works survey in several ways. It was a far more ambitious effort involving 63 institutions and it was a part of a larger overall survey of land-grant colleges and universities. The initial purpose of the Works survey was to examine the development of a select group of academic libraries between 1875 and 1925. (The actual survey covered 1920-25.) Works was responding to the desire of university presidents for guidance in evaluating and supporting library activities. The Office of Education survey was specifically designed to develop criteria for evaluating libraries and to provide recommendations on how library services could be improved.

Works' recommendations tended to be general and were based on accepted assumptions about adequacy of resources and services. The Office of Education survey had the advantage of being able to build upon Works' study, but it also went a step farther by comparing "adequately" supported libraries with less-well-funded facilities.

*"Many issues...as relevant today as a half-century ago."*

Both studies are important efforts which warrant the attention of modern library planners. Many of the issues raised in these studies are as relevant today as they were a half-century ago.

The 1930's was an important period for academic libraries. There was an increased interest in research in librarianship and an emphasis on applying scientific principles of management to libraries. The Works survey and the U.S. Office of Education survey were early products of this movement, and both contributed to its further development. Both emphasized the importance of efficiency in library operations and established quantitative criteria for evaluating libraries. Both called for objective studies of library operations, more consistent record-keeping, more data collection and more data analysis in order to determine how efficiently various services were being provided.

The interest of foundations in libraries, and the establishment of the Graduate School at the University of Chicago in 1928, resulted in the accumulation of a vast storehouse of data useful in the library survey and created a climate in which the survey could thrive. The founding of the Association of Research Libraries in 1932 provided a formal structure for having directors of large academic and research libraries meet regularly and discuss mutual concerns. The founding of the Association of College and Reference Libraries, a successor to the ALA College Advisory Board, in 1937 facilitated the dissemination of information resulting from the research and provided forums for the discussion of problems of library management among all academic library directors and among other library managers.

During the period following the publication of the Works and Office of Education studies, a number of surveys of individual libraries were conducted in an effort to make local applications of research findings and to encourage the broader development of more effective and efficient library operations. As suggested by Charles H. Brown, studies were undertaken by "experts" in the field in the belief that an objective outsider could conduct an unbiased evaluation of a library and its operations and could provide valuable recommendations, guidance and advice about addressing both special problems and general concerns. Although the experts were not management consultants in a formal sense, they were librarians who had gained a measure of recognition in the field and whose opinions were highly respected.[12]

The earliest of these individual library surveys is believed to be the one done of the University of Georgia in 1938 by Louis R. Wilson.[13] Others cited in the literature include those of the University of Florida, 1940; Indiana University, 1940; University of South Carolina, 1946; Stanford University, 1947; Cornell University, 1948; Virginia Polytechnic Institute, 1949; Alabama Polytechnic Institute, 1949; University of New Hampshire, 1949; Texas A & M University, 1950; Montana State University, 1951; and the University of Notre Dame, 1952.

Many of the experts had an informal set of characteristics or "essentials" they sought in evaluating and comparing libraries. Louis R. Wilson outlined the "...essentials that are fundamental to successful operation of the library and the coordination of its programs with the teaching and research programs of the university..." in *The University Library* in 1945 and reviewed them in 1956. These essentials included:

1) Resources for instruction, research, and extension;
2) A competent library staff;
3) Organization of materials for use;
4) Adequate space and equipment;
5) Integration of the library with administrative and educational policies;
6) Integration of the library with community, state, regional, national, and international library resources;
7) Adequate financial support; and
8) A workable policy of library government.[14]

Wilson identified specific results of the surveys and described their overall thrust as an effort to make libraries a more integral part of the college curriculum. They uniformly called for 1) more nearly adequate support, 2) more highly trained staff, and 3) a linking of collections to course offerings.

Maurice Tauber discussed surveys by librarians: their purposes; problem areas addressed; methodologies; and results, in a 1953 presentation at a librarians' conference at Columbia University. "Very simply stated, the major purposes of a library survey are to describe and evaluate... The goal is to gather all the facts concerning [a situation] and to suggest steps for overcoming any shortcomings which are found."[15] He went on to describe the outline the surveys tended to follow:

1. History and Background
2. Governmental Relationships
3. Financial Administration
4. Organization and Administration
5. Technical Services
6. Readers' Services
7. Personnel
8. Holdings
9. Use of Libraries
10. Buildings and Equipment
11. Cooperation

In 1958 E. Walfred Erickson completed a study of college and university libraries conducted between 1938 and 1952. He dealt with the history of library surveys, their goals and objectives and results. Erickson wrote that the general college and university library survey had reached a stage in its development when its results ought to be scrutinized and evaluated. The survey as a technique had achieved stature and was generally accepted as an instrument of evaluation. The study was published as ACRL Monograph Number 25 in 1961.

The stated purpose of the individual survey, according to Erickson, was:

1) To make a careful and comprehensive study of the entire library situation;
2) To submit recommendations for a long-range plan of development;
3) To set the library in the perspective of the history of the university, state, and region;
4) To discover ways and means of enabling the library to improve its organization and administration;
5) To indicate means by which the library resources of the university may be effectively related to and integrated with the libraries of the state, the region, the nation;
6) To discover the limitations which are at present retarding the effective operation of the library;
7) To contribute to an increased understanding of the library's needs, problems, and role both on the campus and throughout the state;
8) To determine the present effectiveness of the library in playing its proper role in support of the stated objectives of the university.[16]

He sought to support his thesis that the surveys had a positive effect on the libraries studied by analyzing the extent to which the recommendations of 12 of the surveys had been implemented by the institutions studied. He identified 775 specific recommendations made in the surveys, organized them into categories generally following the outline described by Tauber and sought to determine the extent to which they had been implemented as of 1958.

Erickson found that over two-thirds (531 or 68.5 percent) of the 775 recommendations identified in the reports had been implemented in whole or in part by the time of his study: 269 (34.7 percent) had been completely implemented, 185 (23.9 percent) implemented to a large degree, and 77 (9.9 percent) to a small degree. There were 215 (27.7 percent) not yet implemented at all, 19 (2.5) were already in effect by the time the survey report was written, and there were 10 recommendations (1.3 percent) for which Erickson could find no information on status. In seven of the eight categories, over 50 percent of the recommendations were implemented either "completely" or in "large part," and in four categories the level was over 60 percent.

From his study Erickson concluded that the college and university library survey conducted by outside experts was an effective instrument in bringing about results conducive to the growth and development of the libraries surveyed.

> ... It has been shown that, in most cases following a survey, library organization has been improved, budgets have been increased, technical processes have been made more efficient, readers' services have been bettered, and corresponding improvements have been made with varying degrees of success regarding the other essentials of a good college or university library program.[17]

The role of outside experts was considered very important by the librarians involved. They felt that the surveyors impressed university administrators with their knowledge and expertise and that their involvement in the effort added emphasis to the needs of the libraries and attracted the attention needed to correct them.

Erickson concluded his study with a list of the "byproducts" of a library survey:

1. Professional stimulus for those staff who participated.
2. Attention of the academic community was focused upon the libraries.
3. The survey and its subsequent report proved an educational instrument for the administration and the faculty.
4. Publication of the report... provided a document useful to the librarian and staff in planning the development of the library and to students of library administration generally.

## STRATEGIC PLANNING IN ACADEMIC LIBRARIES

While all of the early surveys and studies were useful mechanisms for evaluating libraries and for identifying weaknesses and strengths, it was not until the 1960's that a theoretical framework was developed for intentionally incorporating the information thus derived into an effort which would have a direct and ongoing relationship to library administration, management, planning or decision making.

The discussion of the application of strategic planning to libraries began with Robert E. Kemper and his study, *Strategic Planning for Library Systems* (1967). In that work, and in an essay he contributed to the 1970 issue of *Advances in Librarianship*, Kemper discussed the concept of strategic planning as described in management literature and addressed the need for library administrators to apply this management tool more widely to libraries.

Kemper set forth a theoretical approach to library strategic planning based on writings on management theory. He divided planning into three major categories: strategic planning, operational planning and task programming. His approach to library strategic planning included:

1) Establishing general objectives
2) Identifying the environment (external, institutional and internal)
3) Becoming aware of the need to change
4) Organizing for change

5) Forecasting the environment
6) Establishing specific objectives
7) Evaluating, selecting and deciding on alternatives
8) Designing a plan of action
9) Gaining formal approval
10) Implementing change

He described "operational planning" as the process by which managers assure that resources are obtained and used effectively and efficiently in the accomplishment of the organization's objectives. Operational planning translates strategic planning into terms which can be applied to specific and short-term efforts. "Task programming" involved the basic day-to-day activities of the organization. It dealt with the actual implementation of plans according to specific instructions developed by operational planners and involved minimal decision making.

After outlining his theoretical approach to strategic planning, analyzing four library systems as case studies and testing the general applicability of his results through a questionnaire submitted to other libraries, Kemper summarized his findings about the extent to which strategic planning was being used in the libraries studied and the libraries surveyed.

Kemper's basic conclusion was that although most of the libraries studied made use of some planning processes, procedures and mechanisms, very few were engaged in formal strategic planning efforts. Sixty-eight per cent of the libraries surveyed had no written plans.

Kemper developed a set of characteristics for a successful strategic planning framework based on his observations of the case study libraries. Although there were different approaches to strategic planning in the four, and in the responses to the questionnaire, Kemper identified a common pattern which seemed to be related to the success of planning efforts. The pattern included: 1) the formal approval of objectives, 2) the establishment of target dates for achieving goals, and 3) an awareness of the need to plan.[18]

Kemper also developed a list of activities he found characteristic of successful planning efforts and which he considered essential to a strategic planning model:

1 Establishing specific objectives
2 Identifying the environment
3 Becoming aware of the need to plan
4 Organizing for strategic planning
5 Forecasting the environment
6 Selecting, evaluating, and deciding on alternatives
7 Development of documented strategic plans
8 Review of strategic plan
9 Functions and values of strategic planning

A critical element in successful strategic planning is the circulation of key assumptions, forecasts, and objectives among decision makers, planners and other organizations in the institution. Kemper's survey found that these assumptions were circulated in 57 percent of the libraries but that the process of distribution was generally unstructured and informal.

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*"...some fundamental planning requirements as business...."*

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Kemper concluded from his study that planning was vital to the success of the library programs in the institutions surveyed. However, the case studies and survey also identified a number of problem areas which affected whether a plan was successful or not. Kemper also concluded that systematic strategic planning was growing among academic institutions, public schools and local government. These institutions had come to realize that they had the same fundamental planning requirements as business corporations. As a result, "...librarians may be forced to develop formalized library planning information so that institution administrations can reflect library planning in the overall institutional planning programs."[19]

Kemper's recommendations for further research included the development of techniques for forecasting long-range social, economic and technical library environments, and techniques for forecasting long-range institutional environments. He called for the formulation of analytical systems concepts and analytical operational planning concepts for libraries and for the development of sophisticated computer and mathematical models for use in forecasting environments. He saw a need for guidance in defining the roles of library strategic planning groups, in reconciling organizational uniqueness and specialization with national, regional and institutional objectives; and in formulating strategic planning information and communications systems. Kemper also called for greater emphasis on developing planning concepts as a part of library education.[20]

Kemper's study is important because it was the first significant effort to apply the strategic planning management tool to libraries. His list of the basic characteristics of a planning system identified the key elements essential to a comprehensive approach to library planning.

Kemper's case studies and the results of his survey of other libraries revealed that although there appeared to be a great deal of planning underway in libraries, it was rarely comprehensive or coordinated and lacked the conceptual framework likely to maximize changes for success. Kemper's study, and the 1970 essay in *Advances in Librarianship*, provided a basis for later research on strategic planning in libraries and for the development of many of the planning efforts which followed.

## NEW APPROACHES OF THE 1960's

The late 1960's was a critical period for academic libraries. They, along with the rest of American society, experienced major challenges to the basic assumptions under which they had operated for decades. The search for management tools or administrative styles to cope with organizations, and a society, which seemed to have lost a sense of control or direction, led library administrators, along with other managers, to consider new approaches to organizational development and management.

In an article entitled, "The Effect of the Revolution of 1969-1970," David Kaser, then Director of Libraries at Cornell University, described the situation with which many library directors found themselves confronted.

> [There was a] frustration of unrealized expectations – expectations that had for the most part been unrealistic in the first place. It is difficult today to reconstruct the total sense of unbridled optimism that permeated the "Great Society" days of the early and mid-1960's. Somehow we had come to believe that we held all the aces, that we knew what society needed, that we knew how to deliver it, and that we had the resources to get the job done. As regards libraries, the press and public expected them to purvey extended services through instant computerization. University presidents expected them to cut costs. Faculty expected them to deliver everything they needed. Students expected them to stay open all night. Staff expected that work should never be dull and that salaries should rise 10 percent per year.[21]

The new approaches to organizational development and management in libraries included systems analysis (a process which involves the identification of principal operating functions and the explanation of their interrelationships), cost accounting and PPBS as developed and implemented at the Rand Corporation and in the U.S. Department of Defense, operations analysis (studies of time and motion, methods studies, standardization, etc.), linear programming, simulation, and modeling – all acceptable ways for analyzing the efficiency and effectiveness of library operations and identifying ways of improving upon them.

> ...enough of the techniques available to the management scientist have been identified to enable us to go on to the heart of the matter, which is to identify some of the parts of the library problem that need study and to suggest how a start might be made.[22]

In January 1969 the directors of the Association of Research Libraries member libraries were very interested in learning more about new management techniques, and possible applications to academic libraries, and they were very concerned about finding better ways to adapt their organizations to changes in the environment. After extensive discussions of the problems and ways of approaching them at the 73rd Meeting of the Association, they established a Committee on University Library Management and charged it with looking into ways in which new management techniques might be utilized in academic libraries.

The effort was quickly joined by the American Council on Education which shared the concerns about academic library management. The stated goal of the joint effort was to "develop management techniques appropriate to academic research libraries and to promote their use." [23]

The consulting firm of Booz, Allen and Hamilton was commissioned to conduct a study of academic library management and to produce a report with recommendations on how improvements might be made. The publication of *Problems in University Library Management* in 1970 marks a major turning point in the history of academic library management.

Just as the Works and Office of Education surveys had stimulated an interest in library management and research in librarianship in the 1930's, the Booz, Allen and Hamilton report stimulated a revival of interest in new management approaches to solving problems in college and university library management in the 1970's. As one of the new management techniques, strategic planning was one of the tools to be widely employed. A review of library literature documents the extent to which planning was incorporated into the programs of the Office of Management Studies which the Association of Research Libraries established to implement the recommendations of the Booz, Allen and Hamilton study.

In the 15 years since the Booz, Allen and Hamilton report, the Association of Research Libraries has played an active role in the application of new management techniques to academic libraries. The ARL Office of Management Studies has become a clearinghouse for information on all aspects of library management, including planning. In the early 1970's the OMS participated in management studies at Columbia and Cornell universities. In 1972 it launched its own Management review and Analysis Program, a comprehensive, directed, self-study approach to library evaluation and planning. By 1977, 24 ARL institutions had participated. During the past decade the Office of Management Studies has also planned and implemented a number of series of training programs for academic library managers.

Today planning is generally viewed as an integral part of daily library administration. Training programs such as those supported by the Association of Research Libraries, Council on Library Resources, and Association of College and Research Libraries have developed a generation of library managers who are conversant with management theory and have been involved in applying variations of strategic planning in a wide variety of library settings. As the competition for college and university resources continues to become more intense, one can expect to see those libraries with well-developed, long-term plans based on sound documentation surviving and prospering. They are the ones that will be able to adapt to changes in the environment and to take advantage of the opportunities that arise.

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# ACADEMIC LIBRARIES AND ACADEMIC COMPUTING: RATIONALE FOR A MODERN MARRIAGE

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## LIBRARIES AND COMPUTING CENTERS: TRADITIONAL ROLES

The academic library is the college or university's primary source of scholarly information. In this role, it delivers information support for the scholarly and instructional activities of the institution. Thus far, in support of traditional teaching and research activities, academic libraries have successfully provided a range of useful services, chiefly the acquisition, control, storage, preservation and accessibility of print materials. Within the context of "accessibility" fall reference, bibliographic and other instruction, interlending and circulation services; print materials include books, periodicals and microforms.

Working in a period of great transition in information formats and access mechanisms, academic librarians often find contemporary collection and service decisions complex and difficult to make. While books and other print materials are essential for the present and the indefinite future, the printed page is now only one of many methods of instructional and scholarly communication. As time passes, materials available solely in print will comprise an ever smaller percentage of our total information stores. Increasing numbers of printed information resources also exist in digital form, providing their users with a variety of different format choices.

The new information resources and services have several qualities which make their integration into library service programs problematic. Either the new products are incremental and thus represent large added costs, or they replace print materials at geometric cost jumps. Often, academic librarians fear that they lack the skills necessary to evaluate and implement new information products and services. Academic libraries find themselves in need of additional funding, technical expertise and technologies if they are to introduce many modern information resources.

At the same time, the scholarly community's use of computers and electronic information resources has increased rapidly. According to a survey published by the American Council of Learned Societies, 77 percent of all respondent college and university scholars have access to a microcomputer (PC), and 58 percent to a mainframe. Sixty-nine percent of those with access reported that they used the computer either routinely or occasionally, and 71 percent that the computer was located either in their own office or one nearby. While a large percentage of reported use was word processing, other uses included textual analysis, electronic mail and compiling bibliographies and indexes.[1]

A recent article in *Change* magazine showed that nearly 60 percent of all entering college freshmen (including those at junior colleges, four-year colleges and universities) had had at least one-half year of computer instruction in high school. Further, the percentage of entering freshmen reporting experience with computer programming jumped 85 percent between 1982 and 1984, i.e., from 27.4 percent to 40.6 percent. Those reporting that they had either occasionally or frequently taken computer-assisted courses during their senior year in high school increased from 17.4 percent in 1982 to 40.1 percent in 1984.[2] As technology-assisted costs continue to decrease while capabilities improve, computers and their many scholarly applications will become increasingly available and appealing.

Responding to increased faculty and student experience with electronic information resources and related services, the roles of academic (vs. administrative) computing centers have been strengthened during the past few years. They now perform many of the same functions the library does, including acquiring various information packages and assisting faculty and students with their use. Here, the division of labor between the academic computing center and the academic library seems largely to be one of format: students and scholars who need access to data or text stored in electronic, machine-readable formats seek help from the former; those who realize that the information they need exists in books and journals visit the latter.

This highly artificial distinction will become even more difficult to manage as increasing numbers of new print resources are created in electronic form and older ones are converted. When all new manuscripts are routinely produced in machine-readable form (a near-term situation) and the bulk of existing print materials judged to be of permanent research value have been converted to digital formats, this separation of services based on paper vs. electronics will be meaningless.

> *"...enhance the quality of their academic lives by expanding machine use..."*

Computing centers have recognized that the natural extension of scholars' and students' initial use of computers to improve personal productivity (word processing, spreadsheets, etc.) is their wish to further enhance the quality of their academic lives by expanding machine use to include access to and manipulation of information. Thus, academic computing units often provide their clients with a variety of other information-related services, including training in the use of various software packages, the facility to manipulate machine-readable information, and assistance in the design and development of new information resources or packages.

## INFORMATION CHAOS AND INFORMATION COSTS

On any given college or university campus where the library and academic computing center lack a formal relationship, several negative effects can be observed, the degree dependent on the relative individual effectiveness and aggressiveness of each of these two service units. Specifically, a chaos of campus information resources develops. Duplication and redundancy of faculty and student effort result, as do increased obstacles to the identification of and rapid access to information. This in turn leads to large incremental costs in college and university budgets.

In the best case where no alliance exists between the library and the computing center but both organizations are performing well and service overlaps have been eliminated, the institution's faculty and students have access to a full set of information-related resources and services but are in a state of perpetual confusion about where to go for what service. Very likely, no referral system exists between these two service units, so that would-be users must investigate relevant services in both the library and the computing center. And, in an environment where technology is changing rapidly and new services are the order of the day, checking the duplication of resources is almost impossible.

Often when the academic library and academic computing operate independently, assumptions on the part of each about services and resources the other is or should be providing result in large gaps or redundancies in the parent organization's total information service program. Not only are faculty and students seeking help from separate sources, but many relevant services are either simply not offered or offered in both locations. In cases of dual offerings, the college or university finds itself paying twice for staff time, valuable campus space and the costs of information and associated technologies. Resources that could be used to introduce new information services are frequently being used to fund identical or similar services in dual locations. Occasionally, libraries and computing centers may find themselves competing over the delivery of certain information services, as well as the resources to support these services. Such competition is divisive, wasteful and unnecessary.

## TRENDS IN ACADEMIC LIBRARIANSHIP AND COMPUTING: MORE REASONS TO MERGE

Many trends in academic librarianship make attractive the infusion of technology and technical skill that a closer relationship with the computing center could bring. In an effort to enhance access to library collections and information, many academic libraries plan to implement automated, integrated library systems which will permit access to a variety of library-related information. In addition to the traditional functions of acquiring, housing, organizing and making available their own resources, academic libraries are increasingly assuming an "information transfer" role; that is, they offer services that put faculty and students in touch with quantities of information and data that exist outside the library itself. This trend is related to one involving the costs of information resources. As the production of such resources continues to outstrip academic libraries' buying power, libraries actively seek to identify and enter effective network and resource-sharing agreements.

In the past, academic libraries often contented themselves with providing their clients with requested resources. Today, academic libraries have acknowledged the responsibility to create an awareness of new information resources and the roles these can play in meeting instruction or research-related needs. As academic libraries stretch themselves so that they can both deliver traditional services and expand their programs to include new technology-assisted ones, of necessity greater emphasis is placed on creating a "self-sufficient" library user – one who, educated in the concepts of information retrieval, applies these concepts and locates information somewhat independently of the information specialist. Raymond Neff, Assistant Vice Chancellor of Information Systems and Technology at Berkeley, calls this trend, "placing access to information, as well as information itself, closer and closer to users."[3] Finally, an ever-increasing percentage of the information libraries collect or to which they provide access exists in machine-readable form. This creates for libraries the completely new service opportunity, as Neff points out, to go beyond the traditional service of providing prepackaged information to that of customizing information.[4]

What trends can be observed in academic computing which might complement those occurring in academic libraries and indicate collaboration between these two academic support services? Costs associated with computing time are declining; before long, no-charge "open access" computing will be the norm.[5] Increasingly, converging technologies are allowing colleges and universities to install sophisticated telecommunications networks that carry voice, data and images and can connect every unit and everyone on campus. Via workstations and other outlets located throughout the institution, such networks can provide broad access both to campus information resources and off-campus data.

## MODERN ACADEMIC INFORMATION SERVICES: SOME RESPONSIBILITIES

In combining the academic library and academic computing as a single powerful academic information support service, what might be achieved? Columbia University vice-president Patricia Battin, who manages both the university's libraries and its computing services, speaks of "one-stop information shopping" for faculty and students. Rather than creating additional barriers for scholars who are already struggling with quantities of information both in paper and electronic formats, and at the same time trying to use computer technology to support their work, academic institutions should provide a single support service with professionals knowledgeable about a variety of information resources (print and electronic), as well as the technologies and software that will then help them organize or manipulate the information.[6] Leland Vandiver, Brooklyn College's Assistant Vice President for College Systems, expresses this same concept as the creation of a "seamless" and easily accessible scholarly information and computing system, one which recognizes and treats faculty and students as whole people, instead of fragmenting them within the traditional organizational structure that separates the library and computing.

Together, this new unit of information professionals can also encourage scholars to develop new and innovative methods for research and instruction. This opportunity to raise consciousness about new research and teaching approaches is possibly one of the most exciting and productive aspects of such a model. This same organizational concept will also prevent costly duplication of effort and the waste of precious financial resources.

*"...creating an awareness of the variety of information formats available..."*

What sorts of services might this new scholarly information unit offer? Information professionals will offer faculty and students discipline-specific information counseling, first creating an awareness of the variety of information formats available and then helping clients gain access to and use relevant materials. Workshops in the use of different technologies will be offered.

From workstations on a campus telecommunications network, the student or faculty member will communicate with professional information staff and request, or himself or herself perform, a variety of information services. "Gateway" software will make it possible for the researcher to select among a number of different activities: searching bibliographic or numeric databases; perusing/manipulating data or full-text files mounted on a mainframe; word processing, spreadsheet analysis, file management; searching the integrated library system (which will include all available information resources, regardless of format); accessing the resources of other libraries and consortia; communicating with colleagues at the parent institution or other universities; apprising himself or herself of new information services, resources and training opportunities by consulting electronic bulletin boards; and developing, administering and using courseware.

## POSSIBLE ORGANIZATIONAL MODELS: SOME PRACTICAL CONSIDERATIONS

Once a campus studies and accepts the benefits of a formal relationship between the academic library and the computing center, there are several structures which may be considered. Perhaps the weakest model, but one better than having no relationship at all, has the library and academic computing continuing in different reporting lines but meeting regularly in an effort to ensure that one unit or another offers every appropriate information service, while both units avoid overlap in services and technologies.

*"[daring approach] has the library and academic computing actually merging...."*

A stronger model, and one seen from time to time, has academic computing and the library reporting in parallel to the same office. This structure can better guard against duplication of services and technologies but does not do much to eliminate faculty and student confusion about to whom to go for what. A far more daring but arguably more effective approach has the library and academic computing actually merging, forming a new scholarly information unit. It will certainly be in the best interests of campus information services to place in charge that person who best understands the several concepts of identifying, organizing, managing, and providing access to information resources. Undoubtedly that is why Columbia chose its University Librarian for this serious task and why this "Columbia model" will be seen on most campuses that elect to form an office of scholarly information services. Librarians have been and should continue to be any campus' information leaders.

It is of some interest to consider how this office of scholarly information services might fit into the larger college or university organizational model. Three possibilities suggest themselves, and there may be others. The majority of academic libraries report to the chief academic officer on their campuses – understandable, because of the library's role as a major academic support service. Academic computing units, however, typically report in an administrative line to the campus' systems manager. In which direction should this new unit go?

One option is that of a pure academic reporting line, such as the library probably had. This may make the college or university systems chief unhappy and undermine technologic efficiency. A second option is a systems reporting line. This, however, may not please the provost, academic vice president, or faculty, who may view the library, even in its transfiguration, quite protectively. Library staff may also be wary of a change from an academic reporting line to an administrative one.

Still, if a campus believes that the benefits to be gained from the creation of an office of scholarly information services are great, organizational issues need not derail positive change. A third option, and one probably yet to be tried, has this new office reporting in tandem to the college or university's chief academic officer (for academic matters) and the manager of campus systems (for administrative matters). The appeal of this model is clear, and since the institution is already disposed to take risks in organizational design in the hope of improving campus information services, there is probably little to be lost in trying it.

## SCHOLARLY INFORMATION SERVICES: A PLACE OR AN IDEA?

It is not surprising that the very concrete issues of space and location seem to be the ones that most distract persons considering the merging of academic libraries and academic computing centers. A question common on campuses considering such a merger is, "Where do you plan to locate this new office?" While it might be ideal to house all associated information resources, technologies and staff in one location, this is by no means critical to the success of the new unit. And, as advances in communication networks further decentralize the use of technology, sheltering under a single roof all elements of the scholarly information service will become even less relevant.

A single central service point is not needed to meet the desired objective of reducing duplication of effort and funding; dedicating resulting savings to implementing new information resources and services; and providing faculty and students with a complete group of integrated information services. Rather, it is a vision of our information future and an understanding of scholars and students as whole persons which are vital, if we are to make this "modern marriage" successful.

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## 1987 REGINA MEDAL

Noted children's author Betsy Byars will receive the Regina Medal from the Catholic Library Association on Tuesday, April 21, 1987 at the Regina Medal Luncheon during the 66th Annual Catholic Library Association Convention at the Clarion Hotel in New Orleans.

Established in 1959, the silver medal is given to an individual whose lifetime dedication to excellence in children's literature has been an example of "the rarest kind of best" (Walter de la Mare). Ms. Byars' other awards have included the John Newbery Medal in 1971 for *The Summer of the Swans* and the Dorothy Canfield Fisher Memorial Book Award from the Vermont State Congress of Parents and Teachers in 1975 for *The 18th Emergency*. The Convention coordinator is John T. Corrigan, CFX, Catholic Library Association, 461 W. Lancaster Avenue, Haverford, PA 19041.

# BUILDING FACULTY/LIBRARY RELATIONSHIPS: FORGING THE BOND

*By B. Anne Commerton, Director, Penfield Library, State University of New York College at Oswego*

When I was asked to write an article on building faculty-library relationships, the first inclination was to find a catchy title. While I thought of several, I decided Daniel Gore had used the best in his article, "Something There Is That Doesn't Love a Professor."[1] I could have reversed it just as well by substituting librarian for professor. I decided to stay with the suggested title but add "forging the bond" to give it a more positive tone. The first part seems to imply that relationships are not good, but that is not necessarily the case. However, there is much that can, and should, be done to build on what we have and make that bond a natural, working relationship that will benefit the college in general and the students in particular.

No one should argue that times have not changed. In the early times of the 20th century librarians were still looked upon almost universally as caretakers and preservers keeping the spoilers from the precious written words. There are still some, however, who wish those times had not gone – and this group includes librarians as well as faculty. Today the faculty view of libraries and librarians varies greatly from campus to campus and from one type of library to another. Usually the closest relationships are at two-year colleges and the most distant at universities. I remember back before I was a director and had been elected as one of two faculty representatives on a committee to negotiate the contract between the union and the State, a full professor from a university center said that it was all very well to have a librarian on the committee but what was needed was a "real academic." So, in addition to the misperception of what the librarians do, faculty status rears its ugly head. Since what I know best is the four-year, primarily undergraduate institution, my remarks will be confined there. However, most of the suggestions and observations will apply to any type of academic institution.

## PRESENT STATUS

We must look at where we are and where we want to be. Also, we must take cognizance of what's going on around us, of what factors are affecting the forging or breaking of that faculty/librarian bond. Harlan Cleveland, in his book, *The Knowledge Executive*, says what is needed in these times of complexities is more "get it all together" people.[2] Certainly this is an area where librarians can shine and where they can bring together, with some semblance of order, the vast array of specialized information that the faculty work with daily.

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*"What is the job of the librarian?"*

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These are days of complexities – nothing is simple any more. No wonder librarians are being shaken out of their fundamental belief that the academic library is a stable institution. That's no longer a safe assumption. Where are we now? What is the job of the librarian? Clark Kerr, when he was president of Berkeley, said the president's job was to provide, "sex for the students, football for the alumni, and parking for the faculty." There are times when I think the library director's job is to provide complete research for students, special collections for the alumni and private libraries for the faculty.

Librarian/faculty relations are tied up with the perceptions each have of the other. It has always been accepted by some, but not by all, that the library is central to the college. There can be a debate whether you can have a college without instructors or a college without a library, or, to take it a step further, a library without librarians.

To me it is specious to even consider such alternatives. I am reminded of the papers prepared for discussion at the New York Governor's Conference on Libraries in 1978. The one that has always stayed in my mind was that written by Walter Lowen, a professor at SUNY Binghamton, titled, "Input, Output, Through Put, and Kaput." In this paper he said:

> I've made my academic colleagues both amazed and uncomfortable by doggedly pursuing with them the question, 'What would happen to you if the university library budget shrank to zero?' And, of course, the response is, 'I could not function.' 'Does that mean you would have to quit teaching?' 'No – but...' and the conversation would heat up over the course of an hour and end – not infrequently with, 'If you are suggesting that the money saved on the library would be available to me in phone, travel, etc., then perhaps...'
>
> I conclude from such experiences that it takes a minimum of 60 minutes to make the unthinkable thinkable....[3]

Professor Lowen, stay away from my campus!

*"...excellence in education ...good libraries."*

One faculty member, now dear to my heart, once told me there can be education without teachers but not without the library. Again, if taken one step further, would he have said all that was needed was the collection? Ah, but I have him there – who would get those books and put them on the shelves in some reasonable arrangement? I am always careful about being positive in expressing to classroom faculty any concepts about teaching and about the library. There can be no excellence in education without good teaching and good libraries.

We must be cognizant of the barriers to forging good working relationships. Librarians can manage and build a collection with just financial assistance, but to encourage students to use library materials and services extensively and effectively, they must have the full cooperation and support of the faculty as well as the administration.

Enough has already been written, or said, about how faculty and administrators *in general* view libraries and librarians. Some see librarians as technicians or those people who stand in their way of getting and keeping the materials they want. This is what we want to change. Even if the library is well thought of, there is a constant struggle to maintain standards, to improve services and to avoid a comfortable rut.

## LIBRARY PHILOSOPHY

The basis for conscious improvement of faculty/library relations has to be the library philosophy. Some may think of this as a mission statement comprised of setting goals and objectives. However, to me it is much more fundamental – something that sets the tone for everything done. Philosophy will differ from institution to institution, from director to director, and librarian to librarian. Nowadays we hear a great deal about "the service-oriented library." In fact, it seems to be a key phrase in placement advertisements. I strongly believe that the collection and service are key factors. But service to what? It should be service adapted to the needs of the library clientele. It amounts to an advocacy for our users whether they are students, faculty, administrators or others. There must be flexibility and, most importantly, the willingness to try and to try again after a failure. Libraries are old, established institutions more accustomed to restrictions than munificence. There is a need to adapt to contemporary times. I believe access to information is a key to modern survival. If librarians don't espouse this and become the advocates and the conduits for free and open information, they are not doing what they should. The client is more important than the institution. Above all there must be an enthusiasm for the profession and for our ability to make a difference.

Once the tenor of the library has been set, and each library does have its own personality, the next step is recruiting and developing personnel. Obviously, it is important to hire staff who have a sense of personal worth, who accept and espouse that library's philosophy. Once they have the awareness that what they do is important, it becomes easier to impart that attitude to the faculty. Caring and enthusiasm are contagious.

It is clear to me that setting the philosophy must come first, but nothing begins and ends before something else starts. So one thing I also advocate is self-assessment. We all tend to let things happen and are sometimes not sure that what we get is what we wanted. It is necessary every so often to stop, look and see if we are leading or following. It is not always bad to follow, but we should make conscious decisions as to whom or what to follow. This can be done by brainstorming among staff and by including faculty in these sessions. It is certainly easier to deal with one segment of library procedure at a time, such as circulation, library instruction, etc. This may help to confine the confusion that is bound to occur at some stage in the process. Another method is to survey the faculty. This was last done at Penfield about six years ago. This year I have asked the Library Council to conduct a survey. If the faculty do it, they will probably have more faith in the results. It also makes them think very specifically about what they expect from the library.

*"...two things are needed... enthusiasm and...initiative."*

To build and strengthen faculty relations, two things are needed – one is enthusiasm and the other is the willingness to take the initiative. I have heard too many say that faculty *should* come in to the library, that faculty *should* find out what is in the library, that faculty *should* stimulate their students to use the collection. These "shoulds" and many others are valid, but they are not reality. Librarians have often been passive – waiting at the door of their *sanctum sanctorum* for those enlightened spirits to partake reverently from their stores. Those who wait will be left waiting. Librarians must take the initiative – go to the faculty, ask for their suggestions, tell them what we have, show them what we can do and always be well prepared. Not only must librarians take that initiative, but they must do it over and over. Don't accept such a response as: "We did that two years ago." This is truly a case of once is not enough. For that matter, neither is twice.

## SPECIFIC TECHNIQUES FOR FORGING THE BOND

The suggestions which follow are ones that have worked at Penfield and that I have seen work at other libraries.

*Department Liaison.* Twelve years ago a librarian was assigned to each academic department and program. At first this was solely for collection development. I explained to the departments what I was doing and said the librarian would be in touch. The librarians were told that the emphasis was on their taking the first step. The program has since developed to the point where the library liaison is the individual to whom many library problems are brought. Often this person will also do much of the course-related instruction or database searching for that department. The librarians ask to attend department meetings to explain what the faculty should expect. Several librarians make a habit of stopping by departmental offices merely to drop off some material or just for a friendly hello. If the librarian has a degree in the subject area it helps, but it is not imperative. For instance, if there is no librarian with a music degree, there may well be one who has a lively interest in music. Several librarians have taken courses, or at least audited them, with their assigned departments. That demonstrates a willingness to learn and is certainly flattering to the department. "You take an interest in me and mine, and I'll do the same for thee and thine." The department liaison has been one of the most successful programs we have had for strengthening those faculty/librarian bonds. Not each relationship has been a resounding success – some have flopped, not miserably, but flopped nevertheless. Sometimes it has to do with personalities. I have seen personal friendships develop, benefitting the library from what has become a two-way street.

*Public Relations.* Find as many ways as possible to get the library and librarians noticed. A good newsletter, well presented, can be an extremely useful vehicle for getting out information. It should be attractive (or at least neat), preferably no more than two or three pages with short articles. Personally, I prefer not to see too many book reviews, although a few short reviews are good. The newsletter should tell about services, highlight what's new, list some names and telephone numbers, tell about the staff – each issue might give background information on one or two librarians, tell why something was moved, etc.

*"It is important... to tell about activities...."*

At one time we had sufficient staff to have one person in charge of Special Projects. This included library publicity, a newsletter, notices in local papers, a radio program on the local public broadcasting station, noontime speakers. Unfortunately, some of this fell by the wayside when we lost positions. But some of it must be continued. It is important to get notices into campus publications to tell about librarians' professional activities, e.g., national and statewide offices held, committee memberships, papers presented, etc. It makes the faculty more aware of librarians and the wide variety of knowledge and skills they possess.

*Instruction/Orientation.* The wide acceptance of instruction in the use of the library, whether course-related or a credit course, has done a lot to bring attention to the library. Some classroom faculty view library instruction as an add-on to their courses. It is important that they understand how it should be integrated into the courses. At the 1983 Association of College and Research Libraries Conference, Gresham Riley, speaking on "The College Viewpoint," said:

> If bibliographic instruction is course-centered (as I believe it should be), then faculty members and professional librarians will be working closely together for the purpose of determining how best to integrate in a natural way bibliographic instruction with the other objectives of the course.[4]

The librarian/instructor takes the time to find out the faculty's objectives for the course. The class is then tailored to those needs. Library instruction has to be seen as more than a justification for librarians to claim they teach and therefore be considered faculty. It should be viewed as a way of building a partnership.

Another aspect of library instruction on which more emphasis should be put is library instruction for the faculty. At Penfield we do insist that the faculty member be present when the instruction is given to the class. Learning then becomes a two-way happening: the faculty member learns of new sources and in turn helps the librarian with subject content and correct terminology. Each year we hold an orientation for new faculty in which almost all participate. Occasionally, when we bring in someone from the outside to talk about a new source or service, some faculty members attend. It is a good idea, every few years, to have a day or two set aside during intersession for a formal or informal program which may include information on an online catalog, how acquisitions are handled, how to do online searches, integrating the library into instruction, including the library in grant requests, etc. At Penfield we have done this either in January intersession or right after exams in May. I have been pleased at the attendance (certainly not a large number and often not the ones who need it, but a respectable showing).

I would like to see faculty consult with librarians when they plan their courses. Such consultation would include discussion of library-related assignments, awareness of what materials the library owns, suggestions on purchases, the potential for heavy use of certain titles, how much help the librarians should give, as well as the standard library instruction. The best place to start is with new faculty and new courses. All this means the involvement of library staff in early planning stages. I must emphasize again that it also means that the first step will have to be taken by the library. Each faculty member reached is one more who will be a partner in ensuring that students get a great deal more from their college experience and are better prepared to continue to learn once they leave the academic environment.

*Librarians' Involvement in Campus Activities.* Librarians at Oswego are encouraged to be active members of faculty and other college committees. Directors should look at the various committees and make a conscious effort to get librarians elected or appointed to at least the relevant ones. This does necessitate an awareness within the library of campus programs and a willingness to put forth your own or a colleague's name. A few well-placed phone calls can do wonders. When librarians collaborate on committees, the faculty see them function outside of the library and often get a different perspective on them. High-caliber librarians, willing to contribute to the work of a committee or task force, are worth their weight in gold in enhancing the reputation of the library.

Librarians should attend faculty meetings, formal and informal college functions and be part of the academic procession at graduation. If librarians are overlooked, it is up to the director to take an active part in righting that situation. As a sidelight to involvement in nonlibrary college activities, librarians should be on the lookout for any opportunity to provide information or background materials to any committee, task force or program on campus.

*Friends of the Library.* It has proven beneficial to have such a group here at Oswego. At my suggestion, the Library Council of 1979-80 established the Penfield Library Associates. This has been another way not only of bringing in some extra money, but of involving more people in the library operation. The organization runs an annual book sale and monthly luncheon talks in the library. Such a group can relieve the library staff of some of the public relations activities. Ours recently sponsored a workshop for all types of librarians within the county. While membership is open to all and townspeople are encouraged to be members, the majority of them are faculty or faculty spouses.

One development which will almost certainly improve the librarian's image is the electronic manipulation and retrieval of information. Librarians may very well find themselves in the unique position of being the ones in control of access to knowledge. There are already many indications of a growing alliance between the computer center or computer department and the library. This fusion should not be at the expense of other faculties for we do not want to be considered only as another automated service. We must continue to work with all departments to maintain the balance between humanism and automation.

The implementation of these ideas takes time, and, since many of us have had staff cutbacks, we cannot do as much as we would like. It is, however, very important that an effort be made to develop activities which will increase the faculty's confidence in the library. It is well worth the effort and can help to firm that faculty/librarian partnership that is the basis for teaching and learning.

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### NEW YORK STATE GOVERNMENT DOCUMENT SYSTEM REVIEWED

The State Library contracted with the New York Library Association Government Documents Roundtable in the fall of 1985 to conduct a survey of the current New York State document depository system and make recommendations for improving the depository program. In August 1986, the Task Force final report recommended streamlining the depository system to include fewer but more comprehensive depositories with improved statewide referral and access capability. The Task Force also recommended that the Library establish an outside advisory group to help promote public awareness and use of State documents, assist in implementing Task Force recommendations, and provide increased communication between depository libraries and the State Library.

# THE MORE THINGS CHANGE, THE MORE THEY REMAIN THE SAME; OR, THE IMPACT OF AUTOMATION ON SERVICE PATTERNS IN THE UNIVERSITY LIBRARY

*By Anne F. Roberts, Librarian,*
*University at Albany, State University of New York*

Many university libraries, wanting to get into the high tech world so that they will be part of the current scene, have been using automation for a number of library functions. Automation has not necessarily made for better services in university libraries, but its impact has been felt in varying degrees by them. For some university libraries, automation has been a tool to provide better services; for others, automation has been blamed for a decline in services to users.

## MEANING AND USE OF AUTOMATION

According to Webster, "automation" may be defined as the power or fact of moving independently, or any action that can be performed without the knowledge of the doer. The various parts of a university library that have been automated during the past 10 or 15 years include acquiring, cataloging, circulating, retrieving, and ferreting out information by the online searching of databases. Automation has been heralded as the means for university libraries to free librarians for higher functions; it has been seen as a necessary tool for providing a higher level of services to users.

> *"...automation has been used with varying degrees of success...."*

The reality is something quite different from the conception, and automation has been used with varying degrees of success by many university libraries. Many university libraries do use automation, usually in the form of computer systems that either select the materials needed according to profiles, catalog the materials including the addition of the relevant subject headings and access points for users, keep accurate records of those materials which are on the shelves and those which are circulating, discover which other libraries have materials for use or for borrowing, or locate the pertinent document for each user's research by exploring databases. There are problems and questions in each area, and the solutions and panaceas may cost more and take longer to achieve than university librarians realize. The fact that university libraries have had a 10- to 15-year period of varied experience with automation means that these libraries have a broader and more immediate access to the burgeoning amount of information than was ever thought possible. OCLC, NOTIS, BLISS, DOBIS and other systems have brought online catalogs and integrated systems so that librarians and users are able to see the strengths and weaknesses of the networks and links they are using. The backlogs of uncataloged materials have diminished with automated cataloging techniques, and users are able to get at materials quickly via interlibrary loan.

## INTEGRATING CATALOGING AND REFERENCE SERVICE

Whereas in earlier days librarians may have relied on "muddling through," now the technology brings accurate and vast records to the fore for both librarians and users. Gillian McCombs calls for a return to the "renaissance librarian" because of this immediacy. According to her, the renaissance librarian knows both technical and reference services since automation has become specialized and expensive; neither the reference librarian nor the cataloger is equipped to work in isolation with the new automated systems. She points out that the cataloging unit has in the past described and classified the materials in an academic library while the reference unit has retrieved and transferred the information.[1] AACR2 and other vagaries of cataloging life make the user look for similar sources under headings "Russia," "Soviet Union," "Russian Republic" and "Russian S.F.S.R." The reference librarian has always been needed to explain to users why they must look under so many headings for the same or similar subject. Most current cataloging is done before the books ever get to libraries, and little original cataloging is done in most academic libraries. Cataloging utilities and bibliographic resource sharing have eliminated all of the cataloging that was so painstakingly done in the past. Catalogers have come to expect accuracy and no longer can afford the time or effort to catalog to a "nicety." In spite of all the benefits that accompany this automation in the cataloging area, there are still frustrations. It is confusing and expensive to have good authority control, let alone "nicety." What this often means is fewer cross-references; if a book is part of a series, it may only be listed by author and title and not by the series. Automation of the card catalog using an online public access catalog may create a new world for both users and librarians. Both groups will have to know how to manage the technology and will have to be at home and at ease with a computer terminal.

*"...each step creates a new demand for better integration."*

If university libraries are not automating with integrated systems, there is a real danger and many problems in using the technology and system designs developed over a decade ago because each step creates a new demand for better integration. University libraries need to rethink their organizational structure so they can adjust when the needs change and new automation is introduced.

## NEW ORGANIZATIONAL STRUCTURES

Selma Foster posits the theorem that those who organize a university library have control over it by providing access to its materials and services. In the past the technical services division, and particularly the cataloging department, controlled the collection by cataloging and describing it, and technical services librarians comprised some 80 percent of the university library's budget and staff. With the advent of automation, this percentage of the budget is being spent on the costs of the hardware, software, technical staff and maintenance. She feels that automation makes the traditional library organization obsolete, and like McCombs, believes the answer lies in the sharing of information by both the technical services and the public services librarians. Because library automation in most university libraries has been in the area of technical services (machine readable records, automated acquisitions control, serials control, cataloging and interlibrary loan), Foster holds that the technical services librarians are in a position to educate librarians in other areas of the library. Public services librarians have had experience with online database searching and circulation automation and some microcomputer applications, but their experience has not been as extensive as the technical services librarians, according to Foster. Automation strongly suggests, and may even dictate, new organizational structures. The university library may need to redefine what professional librarians do; one possibility is reorganization along subject lines, such as Hugh Atkinson tried at the University of Illinois and what library instruction librarians have been urging – a subject librarian who selects, catalogs, does reference and bibliographic instruction – a model not unfamiliar to university libraries. Automation has given university libraries opportunities for sharing and understanding in ways that were not possible before, so that now there is a greater interdependence and a greater cooperation. Because of this, university libraries need to look at their traditional organizational structure in order to fully take advantage of the benefits and possibilities of automation. In the traditional hierarchical organization of the university library, the technical services librarian focussed on the processing and cataloging of materials while the public services librarian attempted to allay user frustration by interpreting the catalog when the complexities of the card catalog were not always completely understood by the public services librarian. Foster calls for the same type of renaissance librarian as McCombs; she believes an extensive orientation and internship program in all areas of the university library coupled with continuing education and training would provide for this interdependence while leading to better service for users.[2]

In a call for an integration of the 19th-century academic leader and the 20th-century library manager, I have suggested that the university library organizational structure may need to change to accommodate the new technology so that it is integrated into the library organization as a whole.[3] The earlier library leader who was a scholar and a generalist and tied to a discipline gave way to the library manager who was a specialist and technocrat associated with methods. This democratization and fragmentation process grew out of the introduction of systems and networks which needed a different type of person to manage them all. But the new automation has not been the universal answer, and the systems have not always worked. Since the new automation affects every part of the university library's organizational structure, we now need to rethink how best to reorganize the library so we can bridge the technical services and public services divisions and make them view the university library as a whole. University libraries need to be redesigned so that their structures fit both the means (the processes with automation) and the end (the visions with user satisfaction). What further complicates the world of university libraries in the era of automation is that other pressures are coming to bear such as fiscal crises, resource shortages and governmental rules and regulations regarding the very world of information. An integrated academic librarian in an integrated university library is the goal for which we need to strive.

The present image of the university academic librarian is one of an information specialist or technologist; this is clearly seen in the primary contact point with users – circulation. Here machines have taken over to barcode, strip, magnetize and record who has what material. As with the cataloging function, many library staff performing this function are not necessarily professional librarians, but clerks with a familiarity with the automation equipment. They know how to use terminals, wands, magnetic devices and keyboards. University library users may be even more at home and familiar with the automation than the staff. The new vision of electronic networks with libraries acting as switching stations is a familiar one to library users since most of them have experiences in the world with automation in banks, supermarkets and other areas of their public and private lives. Technology is thrusting information into society at a very high rate. Because of this, information has great economic value and university libraries must be able to compete and provide the information as it becomes available. There are fears, voiced by many librarians, that university libraries will not be able to provide the same traditional high quality reference services in this age of automation. As the problems of redeployment of staff, the attitudes of traditional librarians who had a knowledge and familiarity of reference tools and the unknowns of online capabilities of information networks all come together in the university library setting, the fear of lowering the quality of reference service is very real.

## NATURE OF LIBRARY SERVICE

James Rice calls for university libraries to reassess the very nature of reference service; he posits that the academic library may well be just one resource among many and the key may be to have enough terminals and trained librarians to really be able to take advantage of the new services that automation allows. Rice believes that the traditional services are already a thing of the past as reference librarians cope with new services already present because of automation. The scholar work station with users accessing the documents they need via electronic forms may change the very nature of university libraries, and users may not even come to the library for service and information. Rice even sees that a possibility exists for university libraries becoming archival repositories, and reference service as we know it may end. He notes the climate of uncertainty to which the rapid changes of automation and technology have led, and he calls on university librarians to temper these changes with patience and time. He quite correctly notes the improved services that automation has brought in the areas of both interlibrary loan and online public access catalog. Both of these areas have increased the level of service in quantity and quality for university library users. Retrieval capabilities are very sophisticated and accuracy is high, thus raising the expectations and hopes of users. Reference librarians have thus already become consultants and no longer have to spend time elaborately decoding the complex filing systems; users already are familiar with the filing systems of computers and only call on academic librarians to explain the capabilities of the specific library systems they are using. Record-keeping and file maintenance capabilities are excellent and university library users have come to rely on and expect the high standard that most university libraries have achieved. Interactive compact disks are now able to retrieve information even more exactly, and university librarians will have to learn the idiosyncracies and anomalies of each medium as it is introduced into the library profession.

## *" 'It has a terrific effect....' "*

The immediate effect of all this on university libraries is dramatic. As one librarian said, "It has a terrific effect, especially when the system is down, since our print catalog is only useful up to 1985 and there is no subject access in the card catalog, but only online." She went on to say how successful automation has been in the area of circulation: "We can put a hold on an item and immediately see where the book is, and if it is not available, we can use alternate materials." For this librarian, the cost of automation has been troublesome: "It is all costing so much more than we anticipated, and we don't always see the benefit." Another library with an integrated system that was developed by its staff has full support of the system. In the words of that university librarian, "We deliberately began with circulation, and the system has never been down; we have confidence in it, and so do our users. Since it was so visible from the beginning, we are all geared to automation; we have grown slowly, but we now have almost 15 years with the experience, and we can't go back." For many university libraries, however, the refrain is more like the one echoed by this reference librarian, "I haven't seen much of an impact of the automation; all of the librarians must someday use the terminals, and it will be difficult. Right now there aren't enough of the terminals; I still prefer going to the card catalog instead of using the terminal because the card catalog has more information, and the users are on the terminals. We desperately need more terminals before we go online completely. Then maybe I will really notice an impact."

## CHANGES FOR ONLINE AUTOMATION

So, what can be said about the impact of automation on service patterns of the university library? It might be said that there have been varying degrees of impact depending upon the amount and kind of automation and the setting and situation involved. "The more things change, the more they remain the same," can be said of the impact of automation on service patterns in the university library. Just as there have been varying degrees of impact on university libraries in the areas of reference services, library instruction and collection development in the past, so will this continue in the future. There is no question but that automation is a fact of life and that all libraries will have to automate to some degree. How they do it and to what degree will depend upon a number of factors, particularly those dealing with budget and staff. Financial support is crucial, since automation is not cheap. Many expensive systems have been tried and discarded; librarians need to learn more about the state of the art in the world of automation. The use of the appropriate technology is crucial since we can no longer afford to make mistakes in the area of automation. Automation systems are part of larger networks, and university libraries must pay attention to the technology so that reliable decisions can be made. Academic librarians need to know what the new technology is and what it does and must also know all aspects of the university library. University libraries are and will be under much greater pressures to make the correct choices and decisions since the mistakes in the area of library technology and automation are so costly. Since the world of information is constantly changing, the world of university libraries is also one of change; a greater use of networks and the greater sophistication of university library users all contribute to the complexity of this change.

There are ways of introducing change in university library automation and technology that will make it easier on everyone. Change should come in an evolutionary way so that the library staff can adjust comfortably as technology is adopted for use. New technology may be used for old techniques as well as new ones. The staff needs to develop new relationships and new modes of communication using the new technology. Over-routinization and inflexibility may be the given when new systems are introduced, and these unfamiliar and strange tasks may set up values that are at odds with the old, comfortable ones. New equipment may also bring new discomfort and real physical hazards. The real fears of changes brought by automation and technology are tangible and need to be dealt with. To overcome the fear of change, university libraries need to be aware of the barriers and to soften them. Often the fears are perceptual only, and these can be clarified so that expectations are not too high and can be realized. Some of the fears are political as the various elements on campus vie for money and influence; these political struggles for turf and power must be minimized in order for the introduction of new technology into the university library and its practices to go smoothly. There are personal fears of change, and these may be the most difficult to alleviate since the library staff may feel at risk. If the library staff can be a part of the process of introducing the technology when automating, this resistance has a much better chance of being overcome. When the control and decision-making is shared by the staff, the process will become integrated and automation has a much better chance of succeeding.

Automation has had an impact on service patterns in most university libraries and will continue to have an even greater impact in the future. How each university library lives with this impact will determine how successful automation will be.

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### STATE LIBRARY HOSTS FEDERAL DEPOSITORY LIBRARIES CONFERENCE

Former Administrator of the National Highway Traffic Safety Administration, Joan Claybrook, was the keynote speaker at the Statewide Conference of Federal Depository Libraries held at the Cultural Education Center, September 18-19, 1986. Ms. Claybrook spoke on the topic "National Information Policy and the Public Interest." Ms. Claybrook is President of Public Citizen, a group founded in 1971 by Ralph Nader to support the work of citizen advocates.

The overall theme of the conference was "The Role of the Regional Library in Implementing the New York State Plan for Federal Depository Library Service." The program included presentations on the State Library's documents services, information on the Federal depository library program and the Department of Commerce State Data Center Program.

Over 100 representatives from 48 depository libraries participated in this first Federal depository conference in 22 years.

## HIGHER EDUCATION ACT TITLE II C GRANTS 1986

The New York State Library is one of seven research libraries in New York State to participate in projects supported by grants made in fall 1986 by the U.S. Department of Education. The Department made 38 grants totaling $5.7 million to major American libraries, museums and educational institutions to promote high quality research and education and encourage the sharing of resources. The joint award of $404,776 will enable the University of Maryland, the University of Delaware, Texas A & M University and the New York State Library to provide machine-readable full cataloging records for the Goldsmiths'-Kress Library of Economic Literature. The Goldsmith's Library of Economic Literature at the University of London and the Kress Library of Business and Economics at Harvard University, combined, constitute the preeminent collection of materials of economic history. The collections number 58,000 titles in English and foreign languages printed before 1851. The grant will enable the four libraries to catalog 29,000 titles on 1,669 reels of microfilm. Access to these materials has been restricted by nonstandard cataloging. This cooperative project will provide computerized access to the microfilm collection held at the State Library and other research libraries throughout the country.

Other New York State HEA Title IIC Grants included the following:

*American Museum of History* – $161,160 to microfilm, restore and conserve some 80 unique scientific and historic ledgers, scrapbooks, field diaries and notebooks, and other materials from scientific expeditions, fieldwork, and laboratory work.

*Columbia University* – $211,545 to catalog and preserve unique and rare titles from the Seligman Collection of economics.

*Cornell University* – $77,456 to establish a national repository for a comprehensive library collection on agriculture in China.

*Missouri Botanical Garden and NY Botanical Garden* – $240,044 to enable the libraries of the Missouri Botanical Garden and the New York Botanical Garden to enter into the Online Computer Library Center database full bibliographic records and/or locations for more than 80,000 titles.

*The New York Public Library* – $135,718 to conserve, restore, catalog and enhance The New York Public Library's collection of Imperial Russian journals.

*State University of New York at Buffalo* – $94,996 to sort, process and produce machine-readable cataloging records for the Poetry Collection and input them into the Research Library Information Network (RLIN) database.

# IMPACT OF NEW YORK'S COLLECTION DEVELOPMENT FUNDS ON RESOURCE SHARING

*By Joan Neumann, Director,*
*New York Metropolitan Reference and Research Library Agency,*
*(METRO), New York City*

Responding to the request to write on the "Impact of New York's Collection Development Funds on Resource Sharing" calls for a few definitions, a disclaimer or two, interpretation of statistics, some modeling, and a number of recommendations for increasing impact. Measuring impact is never easy.

## INPUT

Input is clear: in 1981 New York State became the first state in the nation to recognize financially the contributions college and university libraries make to statewide resource sharing by instituting a million dollar annual grant program in coordinated collection development aid to academic libraries. Adding to funding which has already totaled $4.8 million in the first four-and-one-half years of the program, 1986 legislation increased annual grants to $1.4 million. Because of the requirements of the program, output is more than simple addition of more material to collections and will be discussed below; my dealing with impact will be more impressionistic and far less quantitative than I would like.

## EVALUATION COMPLICATED

The goals of the program, "sharing" and "continued access," were understood in context but do not readily lend themselves to impact analysis. Now if libraries could only total up the value of information provided in terms of its dollar value in utility to each user, we might attempt to assign value to access. (On the other hand, if libraries were able to prove the real value of information, their funding problems would be over.)

The term, "resource sharing," itself needs definition. It is a concept around which whole systems are built. Resource sharing includes, but is greater than, interlibrary loan. It is a mind-set based on interrelationships and a positive acceptance of interdependence, a stimulating challenge rather than a capitulation to the pressures of economics and publishing. Sharing of human resources is not only part of resource sharing, it is an essential part, and may be even more valuable than sharing of materials.

Evaluation of the Coordinated Collection Development (CCD) Program is complicated by the fact that it is not a stand-alone program. In the 1960's, in early recognition of the need to facilitate resource sharing for reference and research, the State established nine reference and research library resources systems (3Rs) with academic, public, and special libraries as members. Succeeding legislation has strengthened (and must continue to improve) the 3Rs' ability to develop bibliographic databases for location of needed material and to facilitate document delivery among members. The systems also have variously used or experimented with direct access referral passes, cooperative acquisitions programs, order awareness files, Higher Education Act II-A projects, gifts and exchange lists, cooperative retention agreements and other methods of formal and informal sharing of materials. The coordinated collection development program was added to a sturdy base that provides for its administration and facilitation at minimal additional cost.

## OUTPUT/IMPACT

Coordinated collection development funding has all gone into library materials, and since the legislation requires maintenance of effort on the part of the institution, $1-1.4 million in additional materials have been purchased each year as a result of the program. My own region, METRO, has 63 libraries receiving coordinated collection development aid – 37 percent of the 171 in the State. These libraries receive almost a half-million dollars a year in State aid. To the largest libraries, an increase of less than one percent in a materials budget is welcome but not statistically significant. For the weakest, even a minimal grant of $4,500 is over 40 percent of the book budget. This creates such a different scale of acquisition that it is possible to label such enrichment of small collections as impact on the quality of library resources available to the students at these institutions.

## EFFECT ON INTERLIBRARY LOAN

Regions vary in how they have decided to use their funds. In the METRO region, in addition to building on strength so that there will be increasing depth in selected collection areas, libraries may also choose to use coordinated collection development aid to meet needs created by changes in the curriculum and to reinforce weak collections so that they can better meet their own needs without burdening others. It is not surprising, then, that although all funding participants take part in interlibrary loan (as most did before coordinated collection development aid), statistics do not indicate significant changes in interlibrary loan magnitude or patterns.

> *"...paid 41 percent more [which] bought 3 million fewer [books] than in 1980."*

Why? What is happening? It is a given that more was spent on collections. Was the increase enough to offset the rapidly inflating cost of library materials? Analysis of the statistics produced by John P. Dessauer in the Book Industry Study Group's *Trends Update* shows that U.S. libraries paid 41 percent more for books in 1985 than in 1980 – $1,195 million compared to $846 million – but the dollars bought only 90 million items, 3 million fewer than in 1980.

If collections were enriched significantly, at least in the smallest libraries, the increased ability to fill users' requests from the library collection might actually be cause for a decrease in interlibrary loan – or at least an offset to other increases. Unless we have statistics that show interlibrary loan in proportion to other library use, or in comparison with what it would have been without aid, I am afraid the data does nothing to help us judge whether or not there has been impact on interlibrary loan.

## MORE SHARING

Fortunately, interlibrary loan is not all of resource sharing, because other results of the stimulus of coordinated collection development aid are much more exciting. METRO has used the CCD aid package as an outreach tool, and the lure of funding has drawn eight academic libraries, who would not otherwise have joined METRO, into a cooperative environment in which they are exposed to interlibrary communication and continuing education, and can take advantage of back-up reference, the union list of serials and other products of resource sharing. A 10 percent increase in academic library participants in the regional resource sharing system counts as impact.

## BUDGET MAINTENANCE

Even the down-side of the coordinated collection development maintenance of effort requirement – the possibility of losing aid – has a positive use that has elicited more effusive thanks from chief librarians than routine receipt of aid. Help for librarians documenting and defending their budget needs in their own institutions is a side effect worth noting and reinforcing informally and through continuing education.

## COORDINATED COLLECTION DEVELOPMENT PLANNING

In the METRO region, the planning process is becoming more central to the program, and for the Resources Development Committee, which is the METRO standing committee that accepted responsibility for the coordinated collection development plan, planning is becoming very exciting. The METRO region's first coordinated collection development plan, in 1982, was descriptive of each library as its staff thought it was. Overwhelmed by the job to be done, there was relatively little actual measurement of collections. With so many libraries involved, the planning committee worked with the participating libraries by mail. The first input from participants was taken from their first grant applications, which gave us a list of 300 subjects being collected in some depth, in each library's own terms. The assumption was that what libraries were actually doing in collection development in their institutions' self-interest, they would be willing to continue to do in the region's interest. It was expected that institutional needs would change over time. It was hoped that as the plan became a part of the regional sharing environment, institutions would compare their own collection development with that of their neighbors and make adjustments, again, primarily in their own enlightened self-interest. No monitoring or enforcement had been built into the State's program. Enlightened self-interest was, therefore, both the only motivation for following the regional plan and a very appropriate one in a cooperative system. We did, however, promise ourselves that those descriptors and measures would be dealt with in two years by a revised plan.

The work on descriptors, which were linked to LC classification for increasing standardization and for help in identification of gaps in regional collection development, was begun in 1984. Eighteen months later, after a workshop for all participants, the second plan was approved by Committee, participants and the Board and sent off to the State. Within months, the Resources Development Committee was back with the recommendation that a Task Force be formed to work toward full collection assessment.

## COLLECTION ASSESSMENT

I am delighted that the Collection Assessment Task Force seems about to lead METRO into more rigorous measurement and description of what is, ideally, a decentralized collection accessible by all. I am also surprised to see us easing into an activity with which many have begun their coordinated collection development, but which I had never expected at METRO. In the spring of 1985, I presented the New York approach at a Chicago conference on "Coordinating Cooperative Collection Development: A National Perspective." New York State was unique – and I still believe right – in providing funding as a stimulus to academic libraries for increased activity within a resource sharing system. Two other basic approaches were described at that conference: cooperative acquisitions among sharing groups and the conspectus approach. METRO has had a Cooperative Acquisitions Program (CAP) for years, and, while acquisition of selected expensive research tools from pooled funds is worthwhile, it is no longer newsworthy. On the other hand, the conspectus approach which little by little is yielding a comparable map of subject strengths in research level collections of the Research Libraries Group and other participating libraries, seemed so much work that it was hard to imagine libraries beginning with assessment ever moving beyond assessment to use of the information for sharing.

METRO's Collection Assessment Task Force, however, is planning to further adapt the Pacific Northwest Collection Assessment Plan, which has already adapted the conspectus for more flexibility in a multitype library environment. In a parallel move, the South Central Reference and Research Library Council region will be testing the Illinois model for collection development for assessment of that region's collection in allied health fields. It may be that, having begun to stimulate the middle of the resource sharing process five years ago, we now have additional acquisitions being matched by additional human resources allocated to the planning effort.

> *"The collection assessment process [give] a clearer profile..."*

The collection assessment process should give each individual library a clearer profile of its own collection's strengths and weaknesses, which can be used in planning, in setting priorities and in formulating strategies that adapt the library to changes in the institution's mission, programs, funding or user patterns. A better map of resource availability regionally should lead to better access to information, with the subject approach to bibliographic control providing a valuable balance to the title-by-title control of union cataloging.

## IMPACT OF COORDINATED COLLECTION DEVELOPMENT

What difference can coordinated collection development make? To answer that, I have to take on the interlibrary loan model. I always cringe when people compare the per unit cost of interlibrary loan to the cost of buying a book. (Look how much was saved! Maybe.) At least the comparison should be made with the full cost of buying, processing, cataloging and storing a book, which is considerably greater. It would be far better, and more accurate, to compare the cost of an interlibrary loan with the cost of acquiring, processing, cataloging, housing and maintaining a collection of a size necessary to be sure that any request could be filled from the collection. In Figure 1, I have indicated the pattern of holdings of a typical library, simplistically, by using density of dots to indicate depth of collection. (A comprehensive collection in all subjects would show no white space.) Suppose there is an unanticipated but legitimate request for title "x." The library doesn't own "x." How much larger a collection would the library have had to have (and how much larger a building) to be sure that "x" was among its acquisitions? The cost of that larger library is what is to be compared to the cost of interlibrary loan. (Look how much was saved! Maybe, but not if everyone buys the same things, and "x" is not available at all.)

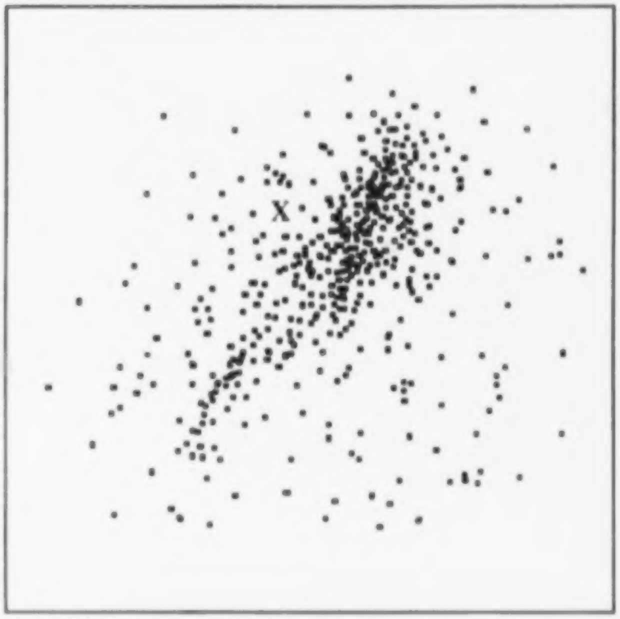

**Figure 1. One Library's Collection**

The coordinated/distributed collection model, Figure 2., shows our library above as "A" with its sharing partners "B," "C," "D," "E," "F," "G" and "H." Their collections, simplified into outlines of strong subject areas rather than dots for items, overlap to varying degrees because of demand, but together stretch over a much greater area. A's request may well be filled by B, C or even E. The more libraries can count on timely access to the total collection, the more readily they will coordinate acquisition, deaccessioning and conservation, and the greater the scope of the resources in the sharing community that will be accessible by all. The sharing group in Figure 2 may next decide to fill in the gaps that they have identified in their distributed collection and/or recruit libraries with strengths in those areas to join the partnership.

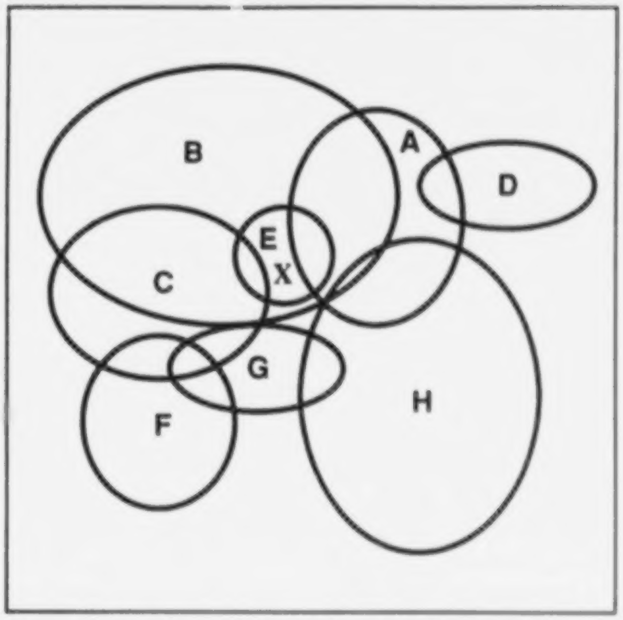

Figure 2. Coordinated / Distributed Collection

## INCREASING IMPACT

How do we increase the impact of collection development funds on resource sharing?

1 Continue the activity that has begun. Collection assessment activity is a good sign of things to come.
2 Fund training in collection assessment for regional participants.
3 Reinforce the sharing system so that a decentralized collection can be counted on to provide needed material in a timely manner.
4 Fill in the gaps identified by collection assessment.
5 Give incentives to museums, historical societies and other cultural institutions chartered by the State to get into coordinated collection planning.
6 Help central libraries of public library systems with collection assessment and planning with the other types of libraries in the region.
7 Enable those with experience to assist the public libraries and school libraries as they plan together for collection development within their respective systems.

It really is time for the second Statewide Conference on Coordinated Collection Development that was called for by participants in the 1986 New York Library Association Academic and Special Libraries Section program, "The New York State Coordinated Collection Development Program After Five Years." As soon as collection assessment is underway....

### HANDICAPPED PERSONS USING MICROCOMPUTERS

The New York State Library for the Blind and Visually Handicapped sponsored meetings during summer 1986 to demonstrate special talking and large-print software and equipment for State workers and others. The LBVH regional librarian proposed a micro users group for visually handicapped workers to share information and experiences in using computers at work and at home and to make contact with other micro users groups in a wider area. The organizational meeting of this microcomputer users group was held at the Albany Public Library October 14. A series of hands-on computer demonstrations for visually handicapped persons was scheduled, and Carolyn Miles was appointed the local contact person. LBVH staff will continue to advise the new group and host meetings.

### JOHN ROTHMAN HEADS NEW YORK STATE REGENTS ADVISORY COUNCIL ON LIBRARIES

John Rothman, Director of Archives for *The New York Times*, will serve as Chair of the New York State Regents Advisory Council on Libraries for the 1986-87 year. Jean St. Clair of Jamaica will serve as Vice-Chair of the nine-member Council.

The Regents have appointed Evelyn Brandon, Professor Emeritus, Rochester Institute of Technology to the Council and reappointed Zebulon Robbins, Director of The Educational Communications Services Division, Albany-Schoharie-Schenectady BOCES. Both will serve five-year terms ending September 30, 1991.

The Council advises the Regents on State policy regarding the New York State Library, library development, legislation and library aid programs. Other members of the Council are: Helen Flowers, 1986-87 President of NYLA and media specialist of the Bay Shore High School, Long Island; Nancy C. Kranich, New York University; Elizabeth Manion, Trustee, Marlboro; Richard Panz, Finger Lakes Library System, Ithaca; and Nina Root, American Museum of Natural History.

# A REAPPRAISAL OF BIBLIOGRAPHIC INSTRUCTION

*By Christine Root, Reference and*
*Online Search Coordinator,*
*and*
*Susan Griswold Blandy, Coordinator of*
*Bibliographic Instruction,*
*Hudson Valley Community College, Troy, NY*

Bibliographic Instruction (BI) today stands at the crossroads of the information explosion. On the one hand, it must meet the needs of people who are unsophisticated about libraries, who come to us to be empowered as citizens. On the other hand, it must meet the needs of people in highly technical fields dependent upon specialized information transfer. The information sources, as well as our libraries, tend to reflect this dichotomy. Librarians involved in BI have a long tradition of using the most recent audiovisual techniques to present research strategies, and it is appropriate to review current trends in methodology against the changing information needs.

## OBJECTIVES AND CONCEPTS

To a certain extent, Bibliographic Instruction of the 1970's and 1980's has reinvented a phenomenon of the pre-World War II years when many colleges required "Library Skills I" and library tours and workbooks were commonplace. Earlham College was one of the few schools to continue this tradition into the expansion years of the 1970's when the growth of information sources, colleges and college libraries contributed to the perception of an "information explosion." Once again librarians began to substitute group encounters for one-on-one training at the reference desk. It is still helpful to see BI as an extension of reference work or as an extension, into the library, of coursework. In both cases we build on the student's "need to know" and can design tests for acquisition of information skills. In both cases we find that two goals remain unchanged: communication of the perception of a library as an interesting, satisfying, lively place to be and the development of lifelong information skills. As the methods have changed and multiplied over the years and been refined to match particular libraries, courses and student profiles, these objectives have not changed.

The basic concepts underlying BI are familiar to teachers everywhere, based as they are on Bloom's *Taxonomy* or Gagné's *Principles* or the inspiration of an outstanding professor. First, we teach best and the student learns most when he or she "needs to know." The Library of Congress classification explained in a stuffy classroom means little until one is forced to use it. Second, students need to be able to "chunk" or accrete information by seeing how bits of knowledge are structured by the practitioners and indexers in any given field. Third, students need hands-on, real-time experience with the processes: How long does it take to put microfilm on the reader? What color is the *Education Index*? How does the COM catalog work? How does one frame a reference question? How does one deal with too much, too little, irrelevant or contradictory information? Fourth, students need to be met where they are, filling in their own spotty competencies, so that locating information is empowering and rewarding, both in the familiarity of the process and the significance of content located. Because students often see content rather than process as the reward of the information searching process, it is important to attach BI to course work or the curriculum of the student, just as, when these users revert to "general public" status, their questions will arise from their jobs or personal needs. It is just as important for the emergency medical technician or machinist to know how to locate relevant information as it is for the graduate student in genetics. In fact, in the short run, in our personal life, the information skills of the automotive technician may be more important to us than those of the Ph.D. candidate. We have now come full circle back to designing instruction to meet the student's need to know.

Basic concepts outlined above sidestep the old perception of many of our library users that library skills, taught since first grade, aren't much to be proud of. "Anyone can use a library." Librarians have reinforced this view by making library use as simple and direct as possible, so that our work in organizing knowledge is largely hidden. As a result of the "information explosion," much of that structure is now revealed, and students must learn how to manipulate it. By taking students a step beyond what they can currently do, by basing instruction on their discipline, and by choosing techniques appropriate to that discipline's knowledge structure, we give them professional skills. "Moving beyond the mundane view of library use instruction as merely procedural explanations of search strategy and the use of reference sources, we can introduce library users to the large view of information processing."[1] In an editorial on library instruction in the *Journal of Academic Librarianship*, Dougherty and Webb strongly pressed for librarians to assume responsibility for the articulation of program objectives "so dynamic that completion of an instructional course will alter a student's attitude toward the library – and therefore his or her own use of the library's resources."[2]

For the Association of College and Research Libraries, as stated in "Guidelines for Bibliographic Instruction in Academic Libraries,"[3] the BI program is a major public service. In 1977 in its *Bibliographic Instruction Handbook*, the ACRL published "Academic Bibliographic Instruction: Model Statement of Objectives."[4] This is a model designed to help librarians focus on the behavioral objectives resulting from the generalized goal of BI, that "a student, by the time he or she completes a program of undergraduate studies, should be able to make efficient and effective use of the available library resources and personnel in the identification and procurement of material to meet an information need." The model goes on to outline behavioral objectives so that librarians can clearly identify the skills students will be able to demonstrate when they are library literate. For librarians the opportunity to create a dynamic program comes in the melding of objectives and teaching methods within the confines of time, staff and budget.

In the ACRL Objectives statement, one objective is that "the student should be able to recognize the library as a primary source of recorded information."[5] The term, "recorded information," was a propitious choice of words; however much formats proliferate, they are still recording information. Students need to learn how to evaluate not only what constitutes useful information, but also what format of information is most effective and efficient for a particular information need. In the 1970's there was little talk of teaching "end users" to search online databases, but by 1986 at the ACRL Conference in Baltimore, sessions on end-user searching were filled beyond capacity. The glamor and capacity of the new database formats have put pressure on libraries to provide these formats so that libraries *can* remain "primary sources" of information. An important new role for academic librarians must be the teaching of microcomputer, database literacy. Teaching users with and about new technology is advocated by many as a way of enhancing the image of the librarian vis-à-vis faculty and administrators.[6]

*"...new role...teaching microcomputer, database literacy."*

*"...teaching strategies should be adapted to learning styles...."*

Whenever a new technique has been developed for teaching, librarians have adapted it to BI. *Library Literature* is full of references to articles on workbooks, worksheets, slide/tapes, tours (with and without audiocassette, with and without workbooks), video (with and without the computer), 16mm film and filmstrips, CAI lectures, point-of-use instructions and handouts matched to course assignments. Students expect the library to have handouts and bibliographies, printed on colorful paper, at the door and at the desk. Each of these methods is appropriate to some user, some discipline, some librarian-instructor. Each library should have a variety of approaches, fully developed, available for librarians to draw on when orientations or BI are requested. In addition, librarians should be more aware of cognitive styles, especially which style is likely to be dominant in any particular curriculum; teaching strategies should be adapted to meet the learning styles of the students.[7]

## CURRENT ISSUES IN BI

The current issues in Bibliographic Instruction reflect both the maturing of the craft and the economics of academic libraries. The first issue is academic integrity, the credentialling of BI. Bibliographic skills have been established for many years in their own credit courses and as integral parts of other courses, especially English Composition and graduate seminars. As credit-bearing work, BI is now subject to the same analysis as "ordinary" courses; a body of research is being developed on the tested effectiveness of various delivery systems, knowledge structures, psychological aspects of information-seeking,etc.

Another issue is that of staffing and support. Although BI is considered a major public service in academic libraries by ACRL, some libraries, well-known for their programs, have had to cut back on those programs or continue to rely on materials prepared many years ago, cutting back because both staff and budgets have shrunk. Even those libraries that are major sources of "public outreach" for a campus have been forced to curtail programs. Other libraries have reacted by prepackaging more of their BI through standardized workbooks, videotapes, slide/tape tours, etc. In many cases the faculty have successfully taken over programs and incorporated them into their courses as librarians wistfully look on. However, for those libraries having all the elements in place, as outlined in the ACRL "Guidelines for Bibliographic Instruction in Academic Libraries," the impact of BI is so great that strong academic support develops across campus, making BI an effective PR, accreditation, and budget justification tool.[8]

A third current issue is services to specialized audiences, including foreign students, staff and faculty, and high school students.[9] The library literacy goal is the same, although the delivery systems are often very different from the standard package. These delivery systems are affected by cultural differences, whether ethnic culture or corporate culture. They are strongly affected by the way the goals of these groups differ from most students' goals. Faculty and staff working in academic environments need to be acquainted with online information, whether they choose to have librarians as search intermediaries or to access information directly. Librarians can take specific information needs or a particular database and show how management decisions based on up-to-the-minute data available online could keep the college from making costly errors, for instance in the purchase of inappropriate software. Many schools have trained faculty; some models are the College of St. Thomas weekend seminar,[10] Humboldt State University Library workshop, [11] or the KATY programming language minicourses at Hudson Valley Community College.

*"...all kinds of high school visits are important."*

In the spring of 1986, Barbara Clarke of SUNY College at Geneseo surveyed high school field visit activity in SUNY libraries. Her preliminary report shows that more than 300 high school classes annually visit 45 campuses.[12] Conversations with high school librarians at NYLA's Library Users Education Roundtable meetings tell us that all kinds of high school visits are important. The Regents Advanced Placement English student in the cavernous stacks of *PMLA*, the non-Regents student investigating the motorcycle helmet law, the BOCES student researching food sanitation – all benefit from a visit to the appropriate academic library. As high schools begin to implement the new Regents requirements for information skills, the academic libraries should find the benefits spilling over to them.

## MOST CHALLENGING ISSUE

The most challenging current issue is that of database reference and end-user, online instruction. As noted by Deborah Fink at ACRL's Baltimore Conference, "the future may provide electronic access to all information, but in this time of transition, information seekers must be able to effectively integrate all available modes of information access." [13] Students and faculty must be able to determine whether an online or manual search mode is most appropriate. This determination needs to be based on an understanding of the interconnections between information structure, reference sources and retrieval method.[14] The structure of the literature of a discipline will determine the reference sources and mode of storage and access. Once faculty, staff and students at the campus have a basic understanding of the advantages of online searching, librarians need to be ready to teach library users to access online systems. Currently such programs are referred to as End User Instruction. Library patrons expect to do manual searching themselves with reference librarians ready to assist with "search strategy" and location of items. Commercial vendors, ever keen for new markets, have developed "user-friendly" online systems marketed directly at particular professional groups. Access to information stored by computer may take place in the home, the workplace or the library. However, the library may still serve as the locus of the instruction on what information is available and how to retrieve that information. No matter how user-friendly the database, it usually requires more than a printed guide, and librarians find that patrons are unable to access online information without more assistance.

## THE LIBRARIAN'S ROLE

What is the librarian's role? As a professional in the structure and use of information, the librarian is qualified to teach online bibliographic skills. Humboldt State University Library (CA) has established the following objectives for their Online Searching Instruction Workshop for faculty (which apply well to any group of users):

1 understand what online searching is
2 understand the appropriate use of online searching
3 be able to identify databases available in your field
4 be able to formulate a basic search strategy
5 be able to conduct a basic online search
6 be able to identify and learn more about other databases
7 understand the appropriate uses of search aids and other online search tools
8 understand the various options available for access to online searching.[15]

The BI librarian needs to present the computer not as the answer but as one component in a total search process.

Over the past ten years at Hudson Valley Community College we have developed several sets of BI goals and tried many formats. For most of that time library literacy has been an integral part of the English Composition syllabus, taught in many different ways to the same objectives. The Objectives of the College, published in the College Catalog, include #3, "To acquire the ability to use a library/learning resources center effectively." To that end librarians, as liaison to the departmental faculty, promote specialized subject orientations and Learning Resources Center assignments. In some ways our goals are even more specific than those of the ACRL. For instance, we want our graduating students to be familiar with the key professional and trade journals in their respective curricula. We regularly schedule high school visits, ESL classes and open orientation for college support staff.

## EVALUATE BOTH MANUAL AND ONLINE SEARCHING

At present a pilot program is underway designed to teach undergraduates to evaluate and execute both manual and online searches for specific questions. The pilot program began with the training of Criminal Law students in the use of an online legal information system known as LEXIS. Learning Resources Center staff are planning ways to expose all undergraduates to both online and traditional methods of searching. Although the staffing demands have to be worked out, the benefits of the program are so great that the staff is solidly behind the pilot program.

Most college librarians are not providing the leadership or personnel resources to plan, promote or provide instruction in microcomputer literacy. As colleges move to integrate microcomputer use with the curriculum, some segment of the academic community must assume responsibility for the teaching of uses of microcomputer hardware and software. The microcomputers on the market today are powerful information storage and management tools, rapidly becoming a standard part of many courses in all disciplines.

College administrators, faculty, computer personnel and librarians need to work as a team to develop plans for the use, and instruction in the use, of information services. Competency-based learning models need to be jointly developed to insure that all graduates of our colleges go out into the world able to process information intelligently.

If, in fact, E.J. Josey was right in stating that it is sheer folly to spend thousands of dollars on materials and not instruct college students in how to use the materials,[16] it may be sheer madness to spend millions of dollars on mainframes, microcomputers and sophisticated online information systems without a careful plan for how this expenditure will promote the overall goals and objectives of the college. In the 1980's the sophisticated users of information must have a basic understanding of traditional library resources as well as the new technological storage and retrieval systems.

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# BASIC EDUCATION FOR TODAY'S ACADEMIC LIBRARY PROFESSIONAL

*By Joseph A. LoSchiavo, Reference Librarian,*
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A 1925 book on library education included the statement, "Some seem to think that the present-day librarian is too mechanical and not as scholarly or learned as his predecessor. The library school graduate is felt to be too practical and machine-minded."[1] In the interim since 1925, the library profession has made great strides toward scholarship, with the growth of library school programs, numerous professional publications and the faculty status of librarians at many universities. Recently, however, in the face of technology, the scholarly image of the librarian is, once again, at sea. Today, we may truly be in danger of becoming more mechanical than the health of the profession can bear.

As recently as the mid-1970's, patrons using some specialized library collections were still being directed to catalogs comprised of half-size cards on which information was written by hand in what used to be referred to as "library script." Today, any card catalog, even one having its trays filled with computer-produced cards, might be regarded as a Stone Age souvenir. Few librarians, or library users, would be likely to argue against the advance of technology in the area of record maintenance and retrieval. The advantages of flexibility in searching, integration with other automated functions, as well as space-saving considerations, do not need to be discussed here. However, now that automated systems have conquered so many aspects of the profession, we should begin to examine not only what the new technology has given us, but also what it might be causing us to lose and what we should be doing to prevent that loss from occurring.

## REFERENCE SERVICE LIMITED BY TECHNOLOGY

The imminent loss appears to be in the area of the intellectual and scholarly standards of traditional library service. Obviously, today's library patron has access to more information more quickly than has ever been possible in the past. Our profession has met the information explosion head on and has harnessed it for the benefit of those we serve. In some ways, we have harnessed it so well that we may not be demanding enough of ourselves or our patrons, in terms of the knowledge one must bring into the library as a professional practitioner or as a patron.

Once accustomed to the flexibility of access provided by automated catalogs, it is not likely that librarians, or patrons, would be in any way eager to return to a card system. However, the closer one gets to random access, the further one goes from the visible structuring of information. Conventional library catalogs have outlived their own practicality; but their structure has provided an educative service, in that the structure itself offers a wealth of information and, more important, its use demands subject knowledge to an extent greatly diminished by user-friendly automated systems.

After having browsed through a substantial number of cards headed THEOTOCOPULI, DOMINICO, one has learned without trying that EL GRECO was not the artist's real name. A cross-reference from the epithet would have guided one to the proper form of entry, increasing one's knowledge on the way. Most automated systems will respond to a search command for EL GRECO with a list of entries. The correct name will appear on the screen but is likely to be easily overlooked or ignored. Knowledge of it is not required to retrieve the desired entries.

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*"The challenge to know has been softened by technology."*

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This example is, admittedly, elementary and facile. An obvious question is surely: "What difference does it make, if the books on El Greco were located in the end, and probably more quickly at that?" The answer should be that it makes no difference at all, as long as the knowledge was gleaned in some other way. For the patron, that hopefully occurred upon examining one of the books. So, having achieved that end, let us now abandon the patron and concentrate on the librarian who probably will not continue the search to the point of the actual content of the book. It is possible that neither the concept of artists' epithetical names nor the ethnicity of a great master of Spanish painting, were ever common knowledge. The point is that, in the case of our hypothetical librarian, subject knowledge was neither required before the search nor acquired as a result of it. The challenge to know has been softened by technology.

Again, what difference does it make? The difference, to the librarian, is in the fact that technology will carry us only a certain distance. In the social, and some of the hard, sciences that certain distance is very far indeed. But, in many areas of the humanities, the distance is limited. So far, library technology cannot help us retrieve information on El Greco from the preferred sources of artistic biography, which are likely to be in French or German. The ability to handle reference tools in those languages is something that a professional staff must provide to a library and its patrons. Also, it should not be assumed that this scenario would occur only at a specialized art library staffed by art specialists. Similar problems arise routinely in the reference areas of academic libraries of any size.

## GENERAL EDUCATION INCREASINGLY IMPORTANT

If it is not already apparent, the purpose of the foregoing is not, in any way, to speak against technological progress of any kind. It is, rather, intended to serve as prologue to a discussion of what we must bring to the profession from beyond the limits of our professional education, what we should be expecting of that education and what we should be expecting and/or demanding from those entering the profession today. The problem we face is the development of personnel who are well trained in the use and applications of technology, while, at the same time, possessing an educational background sufficient to support the demand for the more traditional "look in the book" variety of library service which has certainly not diminished in today's academic and research libraries.

*"...academic research libraries...need for original cataloging."*

Academic libraries of varying sizes continue to provide a general reference service requiring librarians to assist patrons in a wide spectrum of subject areas. On the technical services side, the availability of shared cataloging via OCLC, RLIN and other databases has made the employment of subject specialist catalogers impractical for many medium- and small-size libraries. With a smaller work force of professional catalogers, the demands on each one, in terms of subject knowledge and foreign language skills, are likely to be even greater than they were in the pre-automation days. In the world of academic and research libraries, no amount of technology will ever totally eliminate the need for original cataloging. Also, the need to adjust database records and classification numbers for local suitability is not likely to vanish.

Where do we find personnel who combine technological facility, language skills and a sufficiently broad educational background to afford comfort in a variety of encountered subjects? Do we have any right to expect such people to exist? If we do, at which phases of their educational and professional development are these varying competencies to be expected?

A study of professional competencies, released in 1985, was prepared by King Research, Inc. for the U.S. Department of Education, Division of Library Programs. The study revealed what it termed, "a mismatch of expectations and responsibilities." It cites the disappointment of many employers with the level of preparation of their incoming professionals. The study calls for improved communication between the educational and employment sectors of what it calls the "information community." Its authors advocate apprenticeship, pointing to scientific and statistical professions in which newcomers have never been expected to perform at the same level of proficiency as experienced staff.[2]

Harsh realities of institutional budgets and salary levels can often preclude this type of on-the-job learning experience. Some small academic and specialized research libraries can only afford one full-time cataloger who will be assisted by some sort of paraprofessional or clerical support staff. Public services sections may have a number of reference librarians, but their hours of duty may not sufficiently overlap to provide a degree of productive interaction adequate for an apprenticeship situation. In larger settings where new professionals enjoy the benefit of working side by side with more seasoned staff, what happens when the older staff retires? Will the combined education and work experience of today's generation be adequate to train the next or will some of the older expertise be lost forever?

The American Library Association has published standards for the education of library personnel. These standards are divided hierarchically into different levels of professional and nonprofessional service, with descriptions of the education required for each level. It is interesting that ALA does not suggest an advanced degree beyond, or in addition to, the MLS except for the level of "senior librarian" or "senior specialist" which it describes as bearing the burden of the highest responsibility. The standards do mention "general education," represented by the B.A. degree, as the assumed and obvious prerequisite for the professional library degree. However, no definition of "general education" is offered.[3]

Perhaps 20 years ago, any number of individual and subjective definitions of "general education" would have contained a good deal more common ground than today. The very concept of the liberal arts education seems more difficult to describe today than previously. Curricula have been refined beyond the idea of a major in English or History with a few courses in all of the remaining areas. Today, a major can be in American Studies, Medieval Studies, Women's Studies or Computer Sciences. These disciplines are either totally new or are based on areas of specialization previously reserved for graduate school. Qualitative considerations aside, one can no longer assume that the B.A. degree provides an education which can be adequately described as "general."

## GAPS IN GENERAL EDUCATION TO BE FILLED

Professional library programs, on the other hand, seem to be general in the extreme. The candidates one interviews, and often hires, for entry-level positions, more often than not, have only a superficial knowledge of the various aspects of librarianship, including database searching and other technological areas. With a dearth of internships and the emphasis on the one-year degree almost precluding simultaneous study and employment, many candidates have little or no actual experience of the workings of a library, even on the clerical level.

The professional schools themselves are changing rapidly and, in many cases, are disappearing altogether. ALA has reported on decreasing enrollments and a growing isolation of library school programs from the rest of the academic community.[4] Also reported are an alarming number of actual terminations of library school programs and the modification of others and their appellations to suggest preparation for information service careers outside the realm of libraries. Two major American programs (one in New York State) have removed the word "library" from their program identification, yielding completely to the concept of "information science."[5]

*"...demand for combined expertise is more apparent."*

As hinted at earlier, an advanced sociologist or biologist may well benefit from a technically proficient *Information Scientist*. On the other hand, an undergraduate student writing a term paper on Nathaniel Hawthorne or our earlier example, El Greco, needs the assistance of what has always been known as a *Librarian*. Today's public service professional must often fill both roles, and in the technical services sphere, the demand for this combined expertise is even more apparent. One must now be reasonably prepared to function as both an *Information Scientist* and a *Librarian* before assuming even a first entry-level position. In academic and research librarianship, one must grow and develop in both areas if we are to accept technology and use it fully to our advantage, while at the same time maintaining an intellectual depth and quality to the services we provide.

Archibald MacLeish stated firmly that a library, "...is not a sort of scholarly filling station...not an academic facility to be judged by the quantity of its resources and the promptness of its services," but rather, "the center of our intellectual lives."[6] Technology offers much that can help to hold the library at that center, but we must provide a great deal of additional support.

First, we should attempt to explain in current terms what should comprise the "general education" spoken of earlier. Once defined, library schools should demand the specific components of that education as prerequisites for entering their programs. We will always need the type of specialization requiring advanced subject degrees, but we should define and establish a common foundation on which to build. Second, the library schools should make demands of their students similar to those made in other master's degree programs. Specifically, foreign language proficiency and a comprehensive examination should be routine degree requirements. These measures would go far toward preparing graduates for academic library service and would improve the standing of the library school and its graduates in the academic community.

Finally, the apprenticeship question can be answered by an expansion of library school curricula to include internship or residency programs prior to the granting of the degree. In the same way that our medical professionals are trained in hospitals, information professionals can be trained in their work environment. The analogy is not quite as outrageous as it may, at first, seem. The same government-sponsored report which made the plea for apprenticeship calls today's national economy one that is, "based increasingly on information services and products."[7]

It is a great deal to ask of the library that it be all things to all who use it. However, in the academic setting, that has always been its nature. Today our challenge is to enhance our profession by making greater demands upon it. We must accept the fact that technology, in all its applicable guises, does not replace traditional library service, and except in superficial ways, doesn't really make our lives any easier. It is, rather, a necessary, fascinating and challenging addition to what we have been doing so well for so long. We must accept that challenge without losing our grasp on old values. In that way, the old can enhance the new just as effectively as the new enhances the old.

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## CONFIDENTIALITY OF LIBRARY RECORDS

The Intellectual Freedom Committee of the New York Library Association is initiating a project to alert librarians **nationwide** to the need for attention to issues not covered by current state laws and by library policies and procedures governing confidentiality of library records. The Committee is gathering information on gaps in existing legislation and library practices and needs the assistance of library employees in identifying these problems. The Committee hopes that dissemination of the information it collects to the library community 1) will assist librarians in strengthening present legislation or formulating new confidentiality laws which are as comprehensive as possible and 2) also will make them aware of measures they need to take within their own institutions to protect patrons' privacy. To illustrate the reason for growing concern, just last December an FBI agent requested (and subsequently obtained by subpoena) from the library at the State University of New York at Buffalo a record of the searches conducted by an Iraqi graduate student. This incident raises such questions as: should pre-search interview forms contain a permanent record of patron identity? are records of online searches necessarily included among the other library records protected by confidentiality laws?

If you can identify and/or have had experience with such issues or other situations not covered by the laws in your state or the regulations of your library, please send a description of same (and copies of forms and other relevant material) to Carol F. L. Liu, Vice-Chair, NYLA IFC, Queens Borough Public Library, Central Library, 89-11 Merrick Boulevard, Jamaica, NY 11432 (tel. (718) 990-0752).

## "SIGN UP FOR LIBRARIES" PROJECT AT NYLA

Personalized signs to make your library more visible are now available to libraries at low cost from the New York Library Association (NYLA). Libraries can order the individualized signs with their own name and messages for both indoor and outdoor use. The attractive, customized signs are being made available by the NYLA Public Awareness Committee.

"Through our 'Sign Up For Libraries' project, we're making it possible for libraries to meet a variety of signage needs at low cost," reports Bob Berkowitz, School Library Media Specialist, Wayne Central School District, Ontario Center, NY, who chairs the Public Awareness group.

The 12- by 18-inch signs are constructed of sturdy aluminum street-sign stock with tested high-performance vinyl lettering. Created with blue lettering on white enamel finish, they carry the American Library Association-approved library symbol. Signs may be ordered with pre-punched holes for standard "U" posts.

A library can create its own message in four lines, 16 characters per line (including spaces). "Signs might be directional, or for identification or for greater visibility," Berkowitz says. "Typical messages might be 'Bookmobile Stops Here'; 'Volunteers Wanted'; '(Name) Library Welcomes You'; or 'Library Parking Only.' You can create any message needed within the space perameters."

Each customized sign is $25 plus a UPS delivery charge of $1.75 per sign in New York State or $2.75 per sign out of New York State. Signs may be ordered from the New York Library Association, 15 Park Row, Suite 434 New York, New York 10038. For information and order blanks, please contact NYLA in writing or by calling (212) 227-8032.

# PROFILE: THE LIBRARY RESOURCES CENTER OF ERIE COMMUNITY COLLEGE/NORTH CAMPUS

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Erie Community College (ECC) had its beginnings in 1946 when the New York State School of Applied Arts and Sciences was established to serve the technical-vocational needs of high school graduates and returning G.I.'s. In 1953, sponsorship was assumed by the County, and the school became Erie County Technical Institute. Today ECC is a comprehensive community college within the State University system. It has one urban and two suburban campuses to serve postsecondary education needs in western New York State. ECC is jointly funded by the State and the County in addition to student tuition. The College has a budget of over $35 million, an enrollment of about 12,000 students and over 600 faculty. The North Campus is the oldest and largest of the three campuses. Each campus has its own Library Resources Center.

## BACKGROUND

This profile focuses on the development of the Library Resources Center (LRC) at Erie Community College/North (ECC/N) which began 40 years ago as a small traditional library serving a few technical programs. Today, as a Library Resources Center, it serves the information needs of 49 certificate, degree and transfer programs in a variety of disciplines.

During the past 15 years, many community college libraries have been renamed, becoming known variously as Learning Resources Centers, Library Resources Centers or Library Learning Centers. This name change signaled a conceptual change from the traditional print orientation to an expanded service that includes many forms of media and a variety of audiovisual services. These services typically include video, photographic and graphic production, equipment distribution and repair, and film rental and distribution. Other services sometimes offered are reading or study skills learning centers, testing centers, copy and duplicating services, radio stations and, more recently, computer labs. Each LRC responds to its unique educational and administrative environment providing those information services which best serve the instructional program of a particular college.

*"...provide a cohesive information service..."*

At ECC/N, through the 1960's and into the 1970's, the LRC functions were divided between two separately administered units, the Library and the Instructional Communications Department. In 1977 the two departments were organized as one administrative unit, the LRC, and now work together to provide a cohesive information service even though they are housed in two separate buildings.

The Richard R. Dry Memorial Library building, named after the College's first president, was built in 1960 when the College moved into what is now its suburban North Campus location. In 1967, an addition to the building expanded its size to 70,000 square feet and seating capacity to 1,000. The open, attractive public area is inviting and well designed for quiet study and for providing visible and accessible public service. In 1975, a media center was located on a large balcony overlooking the main reading room. The building renovation and equipment for the center was funded by a Federal Title VI-A grant.

The Library building houses the print collections and the media center. The media center offers a variety of audiovisual collections and equipment designed for viewing and listening by individuals and small groups.

The Instructional Communications Department of the LRC is housed in the administration building. It has a television studio and facilities to provide graphic arts, photography, video production and playback, equipment distribution and repair, and film rental and distribution.

## STAFFING

The LRC is staffed by six librarians, a media specialist, seven clerical workers, an electronics technician, a graphic artist and an audiovisual technician. Librarians have full faculty status, which includes academic year appointments. The faculty union represents all LRC staff except clerical workers, who belong to the Civil Service Employees Association.

Making the services and resources of the LRC responsive to a diverse student body and to changing curricular needs is a continuous process. The LRC staff understand that they must participate cooperatively to keep informed about the goals and objectives of the college and its programs, thus members of the staff serve on such college committees as Strategic Planning, Middle

States, Program Review, Staff Development and various ad hoc committees associated with general education, developmental studies, computer applications, retention, etc.

## ADMINISTRATION AND INTERCAMPUS COOPERATION

Originally the Library was administered by a head librarian who reported to the College vice president. In 1975, department head positions were eliminated and the faculty of all academic departments, including the LRC, elected department coordinators. The LRC coordinator, who reports to the Academic Dean, submits a budget proposal and acts as spokesperson for the department. Faculty committees assume appointments, reappointments and scheduling functions. This campus-based governance structure, while economically motivated, is designed to promote participatory management, group decision-making and increased communication within departments.

The three coordinators of the campus LRCs and the College's vice president for academic affairs meet monthly to discuss curricular changes, ensure consistency of LRC policy, and foster sharing of resources. Some purchasing is coordinated centrally to effect cost savings. A college-wide LRC automation plan to include holdings of the three LRCs was developed in 1986.

Two groups act in an advisory capacity to the LRC. On the campus level, a committee of faculty, with representation from each division – technology, allied health, and business and public service – meets regularly with the LRC coordinator to advise on policy and service. On the collegewide level, a council of community volunteers is advisory to the three LRCs of ECC. Membership includes professionals from the library, business and education community.

## COLLECTIONS

The North Campus LRC collections contain 83,874 book volumes and over 11,000 media programs, including films, video tapes, sound recordings, filmstrips, slides, transparencies and kits. Other materials available are pamphlets, maps, games and microcomputer software. The LRC subscribes to 428 periodicals and holds retrospective periodicals on 7,556 reels of microfilm and 3,889 bound volumes.

In 1986, a unique arrangement was made with Lockwood Library of SUNY at Buffalo by which the LRC became a satellite of that government depository. Thus far over 500 government documents have been added to ECC's collection.

Curricular needs at the undergraduate level guide collection development. Liberal arts programs and general education are supported with basic collections in the sciences, social sciences, literature and the humanities.

Subject strengths parallel curricular programs: electrical, mechanical, chemical, construction, civil engineering, and materials science technologies; the allied health areas of nursing, dental hygiene, medical lab technology, occupational therapy, ophthalmic dispensing, dietetic technology, and respiration therapy; business administration and office technology; food service administration; criminal justice; and data processing. Substantial collections of industrial standards and building codes are maintained.

With the adoption of an open admissions policy, more academically disadvantaged students have been entering the college. Collections in remedial mathematics, science, reading and writing were developed to meet their needs.

A decade of lower budgets and inflationary prices reduced LRC purchasing power, which resulted in a narrowing of the scope of the collections. Recreational and general information sources are provided, but in a more limited way than 10 to 15 years ago. It was necessary to reduce the size of the periodical collection by almost 30 percent and cancel many reference sources or purchase them less frequently.

> *"Periodicals...absorb 37 percent of the materials budget...."*

For the past five years, an average of 2,350 book volumes have been added to the collection annually. Periodicals, including current subscriptions, microfilm and bindery costs, absorb 37 percent of the materials budget; media resources about 10 percent. Coordinated Collection Development grants since 1981 have totalled $22,715 and have funded major purchases that strengthen collections in the technologies, criminal justice and specified allied health areas.

## ARCHIVE COLLECTION

The college archive collection is housed in the LRC at North Campus. It has been maintained since 1978 by a dedicated group of volunteers, including a retired librarian and former employees of the college. James Shenton, a former president of ECC, is a member of this group and has produced an oral history of the college. His intimate knowledge of that history is of singular benefit in the organization of the archives.

## CIRCULATION

On an average day during the 1986 academic year, over 750 students came into the LRC; on peak usage days, over 1,200. Total annual circulation was 35,463: 60 percent print materials and 40 percent media. These figures do not reflect periodical usage since they are not circulated. Both current and retrospective periodicals are conveniently available on open shelves. There is clear evidence of substantial periodical use, though it is not tallied.

## REFERENCE SERVICE

Reference service is available all hours the LRC is open for in-person and telephone service. Reference is proactive to serve students who often have little or no experience using most LRC resources. The service provides numerous opportunities for one-on-one instruction. Ninety percent of inquiries are from students; faculty, college staff and community users comprise the other 10 percent. Most community users are people from business and industry and local high school students.

Interlibrary loan services through the Western New York Library Resources Council are used when resources are not in our collections. An average of 460 ILL's are processed annually, 45 percent requested by ECC clientele and 55 percent provided to other libraries.

## DATABASE SEARCHING

Database searching is considered a logical extension of reference service and is available to faculty and students at no cost to them. For several years, database search services were State funded and provided under the auspices of the Western New York Library Resources Council. When that funding ceased, college funds were sought to continue the service. On-site service began in 1985 and was initially limited to BRS After Dark service; it is being expanded this year to include Dialog service. Staff development programs and training have been provided to increase proficiency in this area.

## BIBLIOGRAPHIC INSTRUCTION

Since developing skills in using information sources is essential for lifelong learning, it is necessary for students to develop the skills to locate and use LRC resources. Thus, the bibliographic instruction program is a major focus of the LRC. Components of the program include a self-instructional workbook assignment, formal class presentations, orientations, and production of over 50 informational guides and several media programs used in conjunction with instruction.

All librarians teach a share of the classes, which averaged 115 annually for the past five years. Subject-specific classes geared to class assignments constitute 50 percent of the classes; orientations to the media center, 20 percent; and workbook assignments, 30 percent.

In 1976, a workbook assignment was developed to provide a self-paced instructional experience that can serve large numbers of students with a minimum of preparation and contact hours for librarians. It is recommended to fulfill the library component in the first required English course. The assignment orients the students to the physical facility and provides hands-on experience using a variety of resources, e.g. general and specialized dictionaries and encyclopedias, atlases, directories, biographical sources, literary criticism sources, periodical and news indexes and media resources. Over 5,600 students have completed this assignment in six years and student and faculty response to it has been generally positive.

Classes are also provided to high school students upon request from local high school librarians or teachers when the resources of the high school library are not adequate and assignments warrant more than regular reference service.

## MEDIA SERVICES

The LRC plays a significant role in the integration of media into the learning process. Audiovisual equipment and media in many formats have been made available for both classroom and individual use.

The media center is used as a learning laboratory by classes in developmental reading, speed reading and respiratory therapy. They meet weekly for one or more class periods in the center and use audio tutorial programs which constitute an integral part of their coursework. Computer terminals, microcomputers, typewriters and calculators are also available in the center for student use.

Faculty are actively involved in the development of the media collections since most media programs are previewed by them before decisions to purchase are made. This screening procedure ensures that resources are appropriate for meeting instructional needs.

When commercially produced materials do not meet faculty needs, the technical staff of the Instructional Communications Department assist faculty in production of materials, such as transparencies, videotapes, audiotapes, slide/tape programs and graphic and photographic materials.

In addition, graphic arts services are provided for college publications and events, and for public relations and recruitment activities.

*"...events on campus are videotaped for future use."*

Guest lectures and cultural and staff development events on campus are videotaped for future use. Last year over 1,700 students benefitted from videotaped role play exercises, simulated employment interviews, public speaking presentations and other demonstration assignments. A service used regularly by faculty in material science, dietetic technology, occupational therapy, respiration therapy, nursing and English, it provides students with "real life" experience and the opportunity to review and evaluate results.

Disabled students have needs that are served by providing such special equipment as a talking calculator, a Braille typewriter, variable speed cassette player and equipment to magnify printed materials. The Faculty Student Association provided funding to purchase some of this equipment.

## COMMUNICATION WITH FACULTY

A key to building responsible collections and developing viable services is effective communication with the faculty. Orientation for new faculty is provided at their convenience by appointment. An LRC newsletter, distributed twice a semester, informs faculty and staff about new and ongoing services, changes in staff, policy and procedure, acquisitions, exhibits, etc.

Working in a medium-size institution, the LRC staff can get to know most of the faculty personally. Such informal contact plays an important and often very effective role in establishing rapport and identifying specific needs.

The academic review of each curriculum every three years provides a good opportunity to learn about programs and their changes and to review the effectiveness of LRC services for that program. The curriculum self-evaluation has an LRC component. The collection is reviewed in relation to the curriculum and faculty use of LRC services is surveyed. Weaknesses identified are addressed. Having an LRC component in the evaluation report and a librarian on the Program Review Committee has been beneficial in identifying where limited budget resources can best be directed to meet curricular needs.

## AUTOMATION AND THE FUTURE

Currently, about half of the 30 community college LRCs in New York State are members of SUNY OCLC and a few are implementing some phase of an integrated automation system. Fiscal limitations of the last 10 years have made it difficult to support ongoing LRC services, much less secure the substantial funding necessary for large-scale automation from local funding sources. If the clientele of community colleges are to benefit from regional, State and national databases – and if those databases are to include the unique holdings of community college LRCs – financial assistance from State and/or Federal sources will be required.

At ECC a plan for an integrated automation system for the three campus LRCs has been developed and has college administrative support. Funding to implement the plan is being sought through State, Federal, and foundation channels.

Currently, the LRC is involved in a grant-funded microconversion project through the Western New York Library Resources Council in which 5,000 records for audiovisual materials are being input into OCLC. Full membership in OCLC is anticipated within the next two years.

Book ordering is done electronically by telephone with the Bataphone System. The campus computer and several microcomputers are used in-house for a variety of word processing purposes: producing holdings lists of periodicals and media, statistical reports, equipment inventories, and other informational and public relations documents that need regular revision.

Database searching, as noted, is provided as a public service; students have access to campus computer terminals and a few microcomputers in the LRC. A microcomputer software collection is in the first stages of development.

In the next decade, the inexorable transition from manual to automated systems will be accelerated, and it is expected that when the LRC at ECC/N reaches its fiftieth anniversary, virtually all services will have benefitted from major technological transitions.

### NEW YORK STATE LIBRARY DONATES MAPS TO LOS ANGELES

The Los Angeles Public Library suffered devastating losses in a disastrous fire in 1986. Nearly a half-million books were destroyed and most of the map collection was damaged or lost.

The New State Library's Manuscripts and Special Collections unit has donated a collection of U.S. Geological Survey topographic maps of California to the Los Angeles Public Library to help reestablish their cartographic collection. The State Library has these maps on microfilm. In addition, the Library has shipped 7 cartons containing over 350 duplicate maps – geologic quadrangles, field studies, mineral, oil and gas maps of the Western United States – to the Los Angeles Public Library. The Gift and Exchange Section has offered to replace the destroyed New York State Document collection also.

# FACULTY STATUS FOR ACADEMIC LIBRARIANS
# THE DREAM AND THE REALITY

*By Catherine T. Brody,*
*Professor and Chief Librarian,*
*New York City Technical College,*
*The City University of New York*

After a number of years of tacit recognition of the right of academic librarians to faculty status, a number of recent articles and statements has once more called the whole concept into question. A noticeable shift has occurred from the firm stand of earlier years. Theoretically, at least, full faculty status *is* possible, but it has been demonstrated at only a small number of institutions. While they would not wish to be quoted publicly, many leaders of the profession have suggested that it simply might not be possible for most librarians to have full faculty status, and that in truth most librarians don't really want it. Like some universal good, faculty status sounds like something to be desired, but the disadvantages that go along with it have proved to be more than many librarians had bargained for.

## DEFINITION OF FACULTY STATUS

The term "faculty status" is supposed to have very specific meaning. In fact, it means many different things to different people. According to the Bylaws of City University, for example, "faculty rank" is applied to "the presidents, vice presidents, deans, associates and assistant deans, the business managers and all persons who are employed full-time on an annual salary basis in title on the permanent instructional staff, except college laboratory technicians." The term "faculty status" is applied to "persons employed in the titles of instructor or lecturer (full-time) who have been reappointed on an annual salary basis for a third or later year of continuous full-time service."

Persons having faculty rank have the right to vote both in the faculty of which they are members and in their respective departments; persons with faculty status have voting rights as entitled. The "faculty," the Bylaws continue, "shall consist of all persons having faculty rank or faculty status and such other individual members of the instructional staff as the faculty may add because of their educational responsibilities."

As can be seen, the terms can be very elastic ones and may be interpreted differently in different institutions. Librarians who consider themselves as having faculty status may actually have little more than faculty rank and title. Salary, tenure, educational requirements, publication and research expectations, promotion criteria and faculty privileges may all be vastly different.

## BENEFITS AND RESPONSIBILITIES

The benefits of faculty status for librarians are positive ones. They include faculty salaries and pensions; faculty rank; tenure; access to research funds, leaves, travel funds, etc.; and participation in college governance. Faculty status gives recognition to the librarian as teacher, as researcher and as a person serving the institution. The same standards for evaluation of teaching, research and service are applied to all faculty in the institution.

Faculty status also has more intangible benefits for librarians' morale and self esteem. It allows for a sense of equality and first-class citizenship through acceptance as peers by classroom faculty. No doubt the mere fact of faculty status encourages research, professionalism and a serious commitment to superior performance by librarians. When so categorized, librarians are eligible to serve on college standing and ad hoc committees. However, this does create for librarians the responsibilities to have a firm grasp of college activities (including the realities of registration, advisement and student feedback questionnaires) and have something to contribute when participating on such committees.

"*...contributing to the instruction...as* librarians...."

The responsibilities as well as the benefits of faculty status are formidable. Being bound by the same rules and procedures as classroom faculty has many disadvantages, which is why the category of "academic status" now appeals to some. This allows for many of the rights of faculty, but does not include faculty rank. Evaluation criteria are different. Librarians according to these criteria are not seen so much as teachers or researchers, and there is less emphasis on publication. In many colleges, what is called faculty status is actually academic status. Librarians are seen as contributing to the instruction in their own way as *librarians* but not in the same way as classroom faculty.

This recent re-evaluation of faculty status for librarians has been precipitated by changing enrollment trends, staff recruitment tendencies and present and projected budget restraints for higher education. The current job market provides a bountiful supply of well-qualified applicants. Administrators need once more to be convinced of the advantages of according faculty status to librarians. The challenge is thereby provided so that librarians might achieve faculty status in the fullest sense. Such inquiry is a healthy and productive sign for our profession. The ACRL Standards for Faculty Status call for librarians to be recognized as equal partners in the educational enterprise and to be given rights and privileges commensurate with their contributions. Should librarians meet equivalent criteria for evaluation and advancement? Are librarians willing to assume equivalent research, publication and related responsibilities? The dilemma is that often they are not able to do so because of the impossibility of allowing such flexible schedules as those granted to classroom faculty. Like it or not, much library work is administrative in nature and someone must "mind the store." The day-to-day responsibilities of librarians are different, and it is considered unfair to expect them to meet requirements for research, publication and scholarship under these conditions. It has been suggested by some pragmatists that what we really need might be more realistic standards based on "political realities" for assessing the adequacy of library staff.

Alternatives to faculty status have been suggested, such as "academic status," "professional status" or "administrative status." Even in institutions where librarians officially have faculty status, are they actually thought of as "faculty"? The problem has led to considerable frustration and dissatisfaction, based on false expectations. Librarians themselves, even those with faculty status, express recognition of the fact that they are different. What they do is not so much "teaching" as "educating," and they cannot compete on an equal basis regarding research and publication.

Within the State of New York itself, at its publicly supported academic institutions, different models of librarians' status exist. Within City University, which grants faculty status to librarians, requirements for original scholarship and publication vary widely from college to college. University Bylaws are interpreted and applied differently and greater emphasis may be given to college service, for example, when it come time for promotion. Since many librarians lack the necessary scholarly background or aptitude, they often have found other roads to tenure and promotion, such as general technical competence in librarianship and service to the institution. The category of college service, while it demands considerable time and energy and removes the individual from library-related activities, provides opportunities for promotion when other faculty status criteria prove difficult.

Faculty status is generally recognized as an advantage for the most part, but the responsibilities that go with it impose conditions on librarians that may work against them for purposes of evaluation, promotion or tenure. While CUNY gives librarians faculty status, it still categorizes them as "academic support personnel"; and the library is termed an "academic support service." Semantics is here the enemy of faculty status, collegiality and even professionalism. The word "service" carries a different connotation. Practitioners of other professions are not considered "servants" of their clients. The nature of librarianship is seen as being reactive rather than proactive.

Academic librarians must ask themselves whether they are *living* faculty status or merely claiming it. In what ways do academic criteria relate to library functions? State auditors who visited CUNY libraries issued a report in 1979 ("out of Title Work and Other Personnel Matters") which, through misunderstanding, attacked the very concept of faculty status in CUNY. The criticism was that those performing such library functions as purchase and inventory of books and supervision of employees performing these activities should not have faculty status. The recommendations were that only librarians with considerable administrative responsibility should be granted the rank of associate professor or professor and promotional policies should allow higher titles and additional salary only for added responsibilities. The University's category of "Higher Education Officer" was here used as the norm. While increased responsibility is used in evaluating this category of strictly administrative personnel, it certainly is not applied to classroom faculty. This incident points up the confusion in many people's minds as to what librarians do that entitles them to faculty status. The misunderstanding ignores the library's educational objectives, the intellectual nature of collection development and the organization of library materials for effective access and bibliographic control, and the teaching function of reference, bibliographic instruction and database searching. The large percentage of time that librarians must donate to purely administrative functions dims our identity as faculty members.

## HISTORY OF RELATIONSHIP AT CUNY

Some 40 years ago librarians in CUNY were recognized as voting members of the faculty and were represented on faculty councils. They were already classed as members of the instructional staff with fringe benefits similar to those of teaching faculty and with vacations of from 23 to 45 days, according to rank. (In 1952, annual leaves for librarians were uniformly set at 30 days.) In 1965 library rank titles were changed to the regular teaching faculty titles, thus bringing the two categories together as members of the instructional staff. The decision to grant faculty status was made, not through collective bargaining, but rather in response to a consultant's recommendation, based on academic and educational criteria, that this be done because of the need for highly qualified librarians at that time of rapid academic growth and because of the intrinsic importance of librarians in the educational process.

CUNY librarians are covered by terms of the Professional Staff Congress collective bargaining agreement, but conditions and privileges are not the same. Librarians work a mandated 35-hour week, with 30 days annual leave. The City University Library Association has proposed such modifications as academic year appointments with the entire summer free and a reduced work week. The current budget situation offers little promise for the adoption of such costly changes, however.

Some concessions have been achieved. For the past several years CUNY librarians have been eligible for two weeks (now three weeks) professional reassignments for "research, scholarly writing, and other recognized professional activities that enhance their contribution to City University." Admittedly, this brief time period is inadequate for any extensive work, but does offer a focus. The aim has been to encourage librarians in their efforts to meet faculty requirements for research and publication. University Bylaws require that promotions be made in accordance with the criteria of effectiveness as a teacher, research and publication and service to the institution. The intellectual content of librarianship and the special scholarly expertise required for many library activities can legitimately be evaluated in conformity with these criteria, and ad hoc promotion committees evaluate librarians according to these criteria. The development of vital library collections and services, for example, is recognized as an important element in the college's educational program, which is confirmed by such authorities as the Middle States Association.

Faculty status calls for peer evaluations for promotion that give special attention to the candidate's diligence in teaching and professional growth. For CUNY library faculty special promotion criteria are specified in University Bylaws. For the associate professor rank, for example, the candidate should "posses a record of significant achievement in his profession. There shall be evidence that his/her competence and achievements are recognized and respected outside his/her own immediate community." The emphasis is on professional competence and achievement for library faculty; for classroom faculty and administrators the wording refers to the requirement for evidence of "alertness and intellectual energy," presumably of a more cerebral nature.

To achieve tenure, library faculty are evaluated according to the tenure provisions applied to other faculty, namely, demonstrated effectiveness in teaching and research. The difficulty in comparing librarian and teaching faculty activities and responsibilities needs to be more clearly resolved through clear indication of the faculty contributions of librarians. The attainment of a second master's degree in a subject field, to demonstrate scholarly aptitude and mastery of a subject discipline, is required for tenure for CUNY librarians.

## LIBRARY RELATES TO ENTIRE COLLEGE

Just as the library serves the entire institution, rather than a single school or division, so the librarian may be said to be a faculty member of the entire college, teaching students from all departments the essential skills of "information handling" in today's information society. Librarians, in fact, may be the last of those idealized Renaissance individuals who took all knowledge to be their province. As subject specialists, they have developed extensive familiarity with the literature and subject matter of their specialties, gradually acquiring expert knowledge and awareness of the program's curriculum and accompanying library resources.

As an academic support service, the Library's major responsibility is to support all aspects of the College's academic program while the major responsibility of the instructional component is classroom teaching. Individual faculty members have different responsibilities. Classroom faculty have the responsibility to teach; administrators have the responsibility of administering college functions; librarians and other professionals (such as counselors) have the responsibility to provide services that are necessary to the academic program. What they do may be very different, yet all may be defined as members of the faculty.

*"...librarians teach indirectly...."*

Those who have difficulty in accepting librarians as "real faculty" because so few are formal classroom teachers have a limited view of what teaching is. Education does not begin and end in the classroom. Librarians instruct students, both informally in individual consultations and through formal classroom bibliographical instruction. In addition, librarians teach indirectly by organizing the information base for retrieval, selecting a large proportion of the source material, assisting other faculty members with research projects and doing scholarly research themselves.

What librarians have to teach is power – the power of knowledge. With the rapidly changing nature of factual information and the dynamic changes in technology affecting all industries, it is the flexibility afforded by information handling skills that makes possible the lifetime learning society now requires. What a student learns in the classroom in this era of knowledge revolutions can become obsolete overnight, but the "knowledge about knowledge" that library expertise imparts provides the ability to adjust to such changes.

Moreover, the library *implements* classroom instruction. The librarian brings to life what is taught in the classroom, dealing with students and faculty in interpreting library resources, responding to their information needs and facilitating teaching and research programs. Libraries will continue to be an integral component of learning and scholarship.

## STATUS MAY BE A HANDICAP

Ironically, even the teaching nature of librarianship may handicap librarians. A librarian may teach but do little else, just as some classroom faculty teach but do little else. Should more be required of them? Faculty status criteria may handicap individuals who should devote all their energies to being excellent librarians but don't meet other requirements of faculty status. In essence, they are attempting to observe two different sets of rules – those designed to measure their competence as a librarian and those that measure teaching research and publication effectiveness. Attempting to meet those criteria detracts from their ability to contribute fully to the accomplishment of library duties. Unfortunately, when it comes time to evaluate such individuals for promotion or tenure, their immense services to students apparently are without value. Not fitting into the mold can penalize individuals of this kind.

The ACRL Standards for Faculty Status call for a salary scale for librarians the same as that for other academic categories with "equivalent education and experience." The question is, "What is equivalent education?" The acquisition of even two master's degrees is not considered the equivalent of the scholarly rigors of attaining the doctorate. Few librarians have earned the doctoral degree, or even aspire to it. This is seen as handicapping library faculty through lack of in-depth subject scholarship and, perhaps even more important, familiarity with research methodology. Although much emphasis is placed on librarians' scholarship, relatively few have published books or articles. In-house publications, especially bibliographies, present a brighter picture, however. It has been said that librarians should put forth bibliographies as trees put forth leaves. For original research and publications, however, energetic dedication, schedule flexibility and scholarly motivation are basic necessities not easily supplied. Sabbatical leaves for such projects are only infrequently allotted to librarians.

Scholarly work does go on, nonetheless. Many librarians are pursuing advanced degrees or certificates. All are expected by union contract to engage in the continuous professional development that is required of all other faculty and that is imperative in the light of revolutionary changes in information science.

How can a librarian be an "instructor" or a "professor"? What does he or she instruct or profess? Such questions have been included in the argument that critics have used against faculty status for librarians. State auditors in that 1979 report felt that individuals of different rank shouldn't be doing the same thing. In what they considered a "nonteaching area," higher rank should go only to those with administrative responsibility, and they objected to people with higher rank who didn't have people under them. For a time it was feared that union negotiations would allow for the use of HEO (Higher Education Officer) titles for nonteaching librarians and counselors, or at least eliminate privileges and fringe benefits granted to nonteaching personnel. On the contrary, faculty status for librarians (and counselors) has been reconfirmed in the University.

The CUNY HEO series was created for the hiring of administrative staff other than in the Business and Registrar's offices. The salary schedules are similar, but opportunities for promotion are limited, tenure is not granted, vacations are shorter, and there is no eligibility for fellowship leaves. Promotion, when granted, is on the basis of increased duties and responsibilities, rather than on academic qualifications such as research and publication. Educational requirements are minimal. The Bylaws identify the various HEO titles with indicated levels of responsibility.

To confuse matters, however, some people who work in CUNY libraries were hired with HEO titles. Their functions related to administrative services, technical services, circulation and automated systems management. Some see such hiring practices as endangering faculty status and eroding the professionalism that librarians have worked so hard to achieve. Clear limits are needed with adequate differentiation of HEO and faculty responsibilities in position descriptions.

## CHANGE IN PROFESSIONAL ACTIVITIES

The ongoing discussion over faculty status for academic librarians painfully brings to mind another unresolved issue – that of librarianship as a profession. Supposedly this question was laid to rest long ago, but new considerations have revived it. After all these years, the differences between professional and clerical library positions often still are unclear. Professionals spend large amounts of time on clerical tasks, almost reluctant to give up these comfortable activities. Revolutionary changes in the manner many library activities are accomplished have brought more library activities down to the clerical level. A good proportion of cataloging work, traditionally considered the most intellectually challenging of library operations, has now been turned over to clerical workers, thanks to bibliographic utilities such as OCLC. Interlibrary loan no longer requires the broad professional knowledge it once did.

> *"Every library function... redefined by technological change."*

It is no coincidence that faculty status is under such scrutiny at this time. Every library function – cataloging, circulation, interlibrary loan, even reference – has been modified and redefined by technological change. These changes offer the opportunity for librarians to eliminate some of the barriers to full faculty status. With many activities formerly considered part of a professional's job now relegated to paraprofessionals, librarians at last are able to devote energies to more effective faculty achievements. What makes for professionalism in librarianship? Work of a professional nature requires the practitioner to make choices, judgments, decisions of an intellectual kind and to exercise administrative responsibility. A high level of intellectual training is required, as are specialized knowledge and subject competence. The hope is that stripping away some of the peripherals of librarianship will facilitate improvement in these areas, as needed.

At all costs librarians must avoid the "Civil Service mentality" if they desire faculty status. The emphasis on rigid schedules, the number of hours worked, rather than working until the task is accomplished, these are characteristics that are antithetical to faculty status. The tendency to lay aside one's professional identity as soon as one leaves the work site, and reluctance to participate in job-related activities or professional meetings on one's own time are negative indicators. Unfortunately, though librarians may be said to have faculty status, they usually are allowed the same holidays as the clerical staff. Librarians may have longer vacations, but their work schedules resemble those of the nonprofessional staff. Another enemy of professionalism is a kind of parochialism that cuts individuals off from the profession at large. When librarians have faculty status, it is by virtue of the fact that they are librarians first. That is their energies to the Library, the college community *and* the library profession itself. Librarianship, to be sure, is not an end in itself, and a college library is viable only to the extent that it relates to the college and its mission.

The prescription for the attainment of full faculty status must emphasize professionalism, while filtering out the clerical and housekeeping aspects of library activities. Librarians must turn over routine operations to paraprofessionals. The secret is to concentrate on the result. The library's goal is to implement classroom instruction and to provide needed information to students and faculty in a timely manner.

This means accepting the responsibilities of self-education and teaching (defined as instruction for power in information handling), but not tutoring, with the aim of implementing, not simply supporting, classroom instruction. This calls for an active, not passive, role for librarians. Librarians must be able to work as co-equals with classroom faculty. When this is achieved, we will have true faculty collegiality.

The demands of faculty status are rigorous, but the potential benefits to the institution as well as to the librarians are great. Such status enables library faculty and classroom faculty to work in full partnership, with mutual self-respect as peers speaking the same academic language, often serving on the same college committees. Moreover, librarians active in professional activities, research and publications as faculty members are more cognizant of the major changes in technology and social conditions that are affecting library services than librarians who are inactive.

Today the job market for librarians is such that the offer of faculty status is unneeded for recruitment purposes. Even ACRL makes no effort to enforce the sanctions it threatened against institutions which don't meet the standards for faculty status. Historically, librarians in many institutions owe their faculty status to the fact that this was decreed at their institution at a time when rigorous competition in recruitment prompted the institution's decision. The idea now needs to be redefined and reemphasized.

> *"Library's mission in relation to the college mission must be understood and communicated."*

As librarians, we must be better communicators. In a positive way we still need to explain what librarians "do all day." College officials and other faculty cannot appreciate the accomplishments of librarians as peers when so much of what librarians actually do is not understood. The library's mission in relation to the college mission must be understood and communicated. For the sake of librarians themselves, their professional responsibilities need to be clarified. Those who have been insulated from professional contracts – who don't belong to professional organizations, or attend the major conferences or stay current by reading the literature – not surprisingly are not familiar with the innovations that have transformed librarianship and dramatically altered the prospects for the future. These revolutionary changes have modified the content of the profession and the capabilities of faculty status.

While it is true that the bibliographic network environment makes it possible to turn over all but a small part of cataloging activities to nonprofessionals, other aspects of the new electronic library require even more sophisticated expertise. The proliferation of online databases emphasizes the special knowledge needed to use them effectively. End user searching, while an attractive idea, can be extremely costly when compared with the skilled services of an experienced librarian, familiar with the quirks of thesauri and specialized databases.

As never before, library personnel requirements are evolving and changing. Library organization and staffing arrangements in the future will allow for a higher level of intellectual activity by librarians. Revised job classifications will be necessary with support staff taking on new responsibilities. For librarians, the change will be a shift from acting as caretakers of collections to being actively involved in the educational applications of what is now called information transfer.

Faculty status *is* possible, and not in name only, as is sometimes now the case. It requires a revitalization and commitment in support of the concept. The nature of the times has brought forth this problem again, but the nature of the times also offers new options for achievement of faculty status in realization of a longtime dream.

## NEW YORK STATE LIBRARY HELPS STOP BOOK THIEVES

On September 15, 1986, Maine law enforcement authorities returned to the New York State Library a quarter-ton of books belonging to 27 libraries in New York State. The two criminals responsible for the multi-state scam had stolen books from libraries, cut out endpapers, filed the edges of pages, reglued the books and sold them to used book dealers. The individuals are now in Federal prison awaiting prosecution by additional states.

The story began in summer 1985 when the Library learned of book thefts, alerted librarians in New York State, and collected information important to detectives. The State Library worked closely with Maine State and Federal authorities during the intervening three years. Library staff are now returning the books to libraries across New York.

## ALA PUBLICATIONS CHECKLIST GOES ONLINE

The ALA *Publications Checklist 1987* is now available through ALANET, the electronic information service of the American Library Association. The *Checklist* gives bibliographic and ordering information for approximately 1,500 books, pamphlets, cassettes and videotapes produced and/or distributed by ALA and its offices, divisions and units. The 1987 edition was compiled by Ruth Ann Jones, ALA Publishing Services, and Emily Melton, ALA Headquarters Library.

The *Checklist* is available to ALANET subscribers through the service code CHECKLIST in the UNITS menu, and is searchable by author name and title key word. The charge for accessing the *Checklist* is $23 per connect hour ($19 during nonprime time periods). For more information on ALANET services, contact Rob Carlson, ALANET Deputy System Manager, at ID ALA0006, or call (800) 545-2433 (in Illinois, (800) 545-2444; in Canada, (800) 545-2455).

## CLR PUBLISHES BIBLIOGRAPHY ON TECHNOLOGY AND SCHOLARSHIP

*Scholarship in the Electronic Age: A Selected Bibliography on Research and Communication in the Humanities and Social Sciences*, compiled by Anita Lowry and Junko Stuveras, has been published by the Council on Library Resources. The authors, both members of the Reference Department of the Columbia University Libraries, selected and assessed books, articles and reports relating to the effects of technological innovation on scholarship and research in the humanities and social sciences.

The items included in the bibliography cover such topics as research methods and communication practices in the disciplines of the humanities and social sciences, computer applications in social sciences and humanities research, communication technologies, bibliographic information retrieval systems, electronic publishing and telecommunications, and the impact of computers on society. The bibliography was prepared at the request of CLR to stimulate discussion and investigation of the ways new technical and organizational capabilities are influencing academic life.

*Scholarship in the Electronic Age* is available free of charge from the Council. Please address requests to: Scholarship Bibliography, c/o Council on Library Resources, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036.

# COLLEGE LIBRARIES AND RESOURCE SHARING: AN INTERLIBRARY LOAN VIEW

*By Corinne Nyquist, Head of Interlibrary Loan and
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In 1983, Daniel Gore called resource sharing "the vogue phrase" replacing interlibrary loan and concluded that he disliked it.[1] Writing more recently, Glyn Evans lamented the change in terminology from cooperation to resource sharing and the possible change in spirit that it may represent.[2] The standard index for our field, *Library Literature*, still says "RESOURCE SHARING see COOPERATION." To cooperate means "to work together toward a common goal" according to the *American Heritage Dictionary* but Roget's *Thesaurus* gives synonyms that range from teamwork to conspiracy. Obviously, the friendly spirit depends upon whether one is part of the cooperating group or not. Resources are defined as "an available supply that can be drawn upon when needed," and synonyms include assets and wealth. This cannot be the offending word. Sharing appears to be the culprit.

According to the dictionary, sharing is either "to divide and parcel out in shares" or "to have, use or experience in common." Among the synonyms for sharing are apportion, allot and participate. Without speaking of the negative images that the term "sharing" may hold for some, let us use the above definitions to offer a possible explanation for the change in terminology. Thus, it could be said that lacking a common goal, libraries turned to their common experience with limited assets, and upon this based a policy of participation – in other words – resource sharing. This can be considered evidence of good will, or it can be simply called enlightened self interest. Whatever we call it, we know it by its activities of which interlibrary loan is the leading example.

## DILEMMAS FACE ILL

Preceding his comments on terminology, Evans describes a game called Prisoner's Dilemma. The winning strategy in this game, as well as in some behavioral studies of business world success, involves cooperation as the initial correct move, to be followed by a copying of the previous move of the other player, or simply "tit for tat." At the "grassroots" level of the interlibrary loan librarian's work, this game is played every day.[3]

*"...improvements in ILL...for greater access to materials."*

Basic to the interlibrary loan librarian's "dilemma" are confusion about the ownership of academic library resources and about who is to be served by whom. Before the advent of Federal and state collection-building grants and studies asserting the notion of free and equal access to information, it all seemed so clear. But was it? Federal and state land grants to academic institutions, both public and private, are products of the nineteenth century, and deposits of state, Federal and United Nations documents began decades ago. So far, academic libraries have offered improvements in interlibrary loan service in response to pressure for greater access to materials. The realization that academic collections are interconnected and part of a national library resource has not yet dawned. The three major bibliographic databases – OCLC, RLIN and WLN – upon being linked could point the way. So far they have only determined with what libraries we will share.

*"...who has ILL privileges through the college library."*

Even less attention has centered on who has interlibrary loan privileges through the college library. Theoretically, in New York State, everyone has access to interlibrary loan: participation in the cooperative collection development program is intended to assure this.[4] The only difference is to be the entry point. With school library systems recently added to the membership of the nine regional Reference and Research Library Resources (3R's) Systems, public library systems mandated to serve those in prisons and a growing acceptance of universal borrowing or referral cards within systems, it would seem that New York State is well on its way to the "freedom and equality of access to information" urged by the ALA Commission of that name in its 1985 report.[5] However, almost every week someone enters the Interlibrary Loan Department at SUNY New Paltz with a tale of need or submits an ineligible ILL request card. They do this primarily because the speed and scope of the service we can provide surpasses what they can receive outside the academic library network. Steps already taken in NYSILL redesign, whereby 3Rs systems join the OCLC ILL Subsystem and send requests direct as an alternative to using the State Li-

## SERVING RESEARCH NEEDS

A study is needed to determine how well the research needs of the patron not attached to an academic institution in the area where she or he lives are served by the present system. Discussion is needed among interlibrary loan librarians regarding the method of determining interlibrary loan eligibility. For example, at SUNY New Paltz the spouses of faculty members are ineligible for interlibrary loan, although requests submitted by faculty members are not usually examined for relevance to their area of expertise. At nearby Vassar College requests from spouses are accepted.

Independent scholars, that growing body of persons with a Ph.D. degree who have been unable to find employment in academia as well as those who choose to be unattached, may receive cards either free or by paying a fee at most colleges and universities, but interlibrary loan privileges are seldom included. Then there are the part-time graduate students taking courses at various "branch campuses" of which there are many in the Mid-Hudson area, or commuting to New York City, Albany or even as far away as Syracuse. One might argue that they can be served at their "home" campuses, but this is impractical. Finally, there are the alumni and faculty emeriti who choose to live beyond driving distance of their affiliated institution. What is to be done about them? Go to your public library and you will be served, we are told to say, even though we suspect we are greatly limiting their access to resources. Might we instead consider an exchange of graduates, at least for purposes of interlibrary loan. As an example, SUNY New Paltz would accept the interlibrary loan requests of Columbia University graduate students and graduates with research needs who live in the area in return for free and direct interlibrary loans from Columbia University libraries for our faculty and graduate students.

This "modest proposal" would be a step in the right direction and might eventually lead to free and open access to materials for research and serious study for all persons in the State through interlibrary loan. How, it may be asked, would one set limits? Can academic libraries absorb the volume of requests that would be presumed to follow? It may be unkind to note that the present volume of ILL requests seldom exceeds one percent of circulation at academic libraries.[6] Even at SUNY New Paltz, which serves as the contractual central library for the Southeastern New York Regional Reference and Research System, ILL is no more than three percent of the circulation total.

## PRESENT RESTRAINTS ON BORROWING

There are a number of restraints upon borrowing practiced by college libraries at present. OCLC studies of lender strings already show that academic libraries seek first to borrow from peer institutions, with four-year colleges sending requests to other New York State colleges before requesting from universities.[7] The demand placed upon specialized collections needs more attention. A study in this region in April 1986 of delivery patterns revealed that after SUNY New Paltz with 30 percent of the region's interlibrary loans came specialized medical libraries, one with a share close to 10 percent.[8] Limits upon lending in college libraries result from staff shortages and from the pejorative connotation ascribed to the designation "net lender" by many libraries. When we have been short of staff or requested to cut back on lending, our department has used the "tit for tat" rule, i.e., respond "no" to any library that charges, because we do not charge. Other colleges have been known to develop large backlogs or simply reject maybe one in three requests.

Another restraint practiced by college ILL librarians, involves a strict interpretation of the phrase "research and serious study" that is part of the statement of purpose in the National Interlibrary Loan Code of 1980. As periodical indexes improve coverage, as use of online database searching grows, and as subject access to OCLC is more widely available, the demand for materials not in the library increases. Add to this the problem of curriculum changes or new courses the library is unable to support, to the extent or in the time needed, through purchase of materials. There are two principles that this ILL librarian attempts to apply to this problem. One is the tenet that undergraduate research is primarily an exercise in finding information. The second is that an undergraduate topic for which 50 percent of the material is not available in this library should not be pursued. These are applied through persuasion, offers of reference help and limitation of most undergraduate requests to in-State locations. Ironically, there appears to be more opposition to these principles from librarians (not ILL librarians) than from professors. The application of these guidelines benefits the student because it is often difficult to determine in advance the relevance of materials requested on ILL, and seldom enough time to continue the research when the irrelevance proves true. However, this approach can lead college ILL librarians also to automatically assign a lower value to requests coming from public libraries and schools just as, it is thought, university ILL librarians do to requests received from colleges.

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*"...regularly apply...copyright restrictions and lending charges."*

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There are presently at least two limits that ILL librarians regularly apply to interlibrary patrons. They are copyright restrictions and lending library charges. Some academic libraries also restrict the number of requests that can be submitted. Copyright restrictions once caused a reference librarian to remark that term paper research in the spring was better served than that in the fall of the year and that students should plan accordingly. The SUNY/OCLC level one deposit account with UMI (University Microforms International) Article Clearinghouse, which allows libraries to request copies of articles for a fee of $5 to $9, depending on the article year, and includes copyright compliance, is one way around the copyright problem. Payment to the Copyright Clearance Center or purchase of an entire issue from USBE (U.S. Book Exchange) are two others.

Most college libraries pass some or all of the borrowing charges on to the student or faculty member. It is interesting to note that while charges for database searching are of as great a concern to librarians in this State as they are in other states, the costs faced by the patron using interlibrary loan seem to cause little concern. The $5 to $25 per database search that may discriminate against some users can be easily matched by ILL costs. Most ILL request cards that we receive indicate that the patron will not pay or will pay only a few dollars. Is it fair for ability to pay to be the condition of receiving quality access through interlibrary loan?

On the other hand, it is high time that we remove ALL the impediments to research faced by those who are contributing to knowledge. The time saved – which may be wishful thinking – by screening undergraduate requests can best be applied to learning about and taking advantage of the opportunities that exist to improve access. For example, a call to the instructor revealed that the 20-some undergraduate requests received from one class, many of which were copyright problems, were for a five-minute, oral presentation due in two weeks. Each student was asked to select only the most desired articles, which were then sent.

Time and money saved (our library absorbs UMI charges) were applied to the need of a faculty member for a specific article required in less than a week. A book publisher had asked this faculty member to include information from the article in his chapter and return the manuscript within one week. ZapMail from UMI was the solution. While UMI and USBE have been easily incorporated into our enhanced ILL service, other sources have not been so easily utilized. NTIS documents require a deposit account for speedy service and CRL (Center for Research Libraries) requires advance payment for nonmembers. Though the CRL fee has dropped from $25 to $12, this remains a limitation for faculty research; and when the library pays, prepayment is difficult and slow, causing requests to be returned before checks are received and then checks returned because no request is on record. It was easier to obtain a thesis from Australia. They sent the fiche first and then the bill. It has been suggested that a universal coupon be developed for ILL. Hopefully this coupon could also be used for vendors requiring deposit accounts or prepayment.

## SERVING SCHOLARS FOR RESEARCH AND PUBLICATIONS

A fascinating unpublished study on "Scholarly Journal Publication by the Faculties in Science and Social Science of the SUNY Arts and Sciences Colleges, 1979-1984" was sent to SUNY libraries by its author, Robert E. Burton, Director of the SUNY Plattsburgh library. Using the *Science Citation Index* and *The Social Science Citation Index*, he studied the publication rates at SUNY colleges compared with those at universities and then looked at where the articles were published to make an assessment of the quality or prestige of the journals. As expected, the university rate of publication was much higher, about seven times the college rate. As may or may not have been expected, the quality or prestige level was the same.[9]

While course load is an impediment to research at the college level, of equal importance is the difficulty of obtaining materials and the cost involved. Since the place of employment of a scholar is often a matter of luck, the demand for that field of study, etc., and research is either required for advancement or a source of professional satisfaction everywhere, we should approach scholars with a variation of the "most favored nation" principle of international trade which would be called THE MOST FAVORED SCHOLAR principle. To quote William Safire, "the essence of MFN is that nobody gets a better deal."[10] Thus, the library privileges available to every scholar in New York State should be equivalent to those available to the most favored scholar in the State.

This rule should be applied to the building of library collections as well. A purchase request to an institution receiving collection development funds from any scholar in New York State should be considered equal to that received from a scholar in that institution. An attempt to initiate that idea failed last year when a suggestion to a particular institution to purchase two theses in microform in its area of specialty – theses needed by a SUNY New Paltz faculty member – was turned down without explanation.

## OTHER IMPROVEMENTS IN PROCEDURES POSSIBLE

Efforts at the State Library and SUNY/OCLC level are to be much commended. There is much evidence to show that those at the top of the library management hierarchy in the State are well aware of the problems faced at the grassroots. A leading example is the agreement to load bibliographic records from the SUNY University Centers and The New York Public Library into the OCLC database as well as in RLIN; the database split has been a major impediment to resource sharing in New York. Redesign of NYSILL has included input from every type of library in every region of the State, and this bodes well for the plan's outcome. Efforts by SUNY/OCLC to speed document delivery through Solid Service and the UMI deposit account are major improvements to interlibrary loan in colleges.

There are still problems that would benefit from more grassroots level input. Third party borrowing continues to be a problem, with prison requests replacing school libraries in this area. Materials listed in print and online indexes, i.e., newsletters, pamphlets, media, are not cataloged in many libraries resulting in few locations. A newsletter indexed in CIJE or PAIS may have only one or two locations in North America listed in the OCLC database, yet no newsletter can be presumed to be so limited. Public library resources, particularly fiction and media, could be made more available to colleges, thus countering the college attitude that our relationship is not sharing but rather, in most cases, like a one-way street. Information trickles down the hierarchy when it should flow. Direct mailing to interlibrary loan librarians would help. Also useful would be periodic meetings of regional ILL librarians as are held in the South Central 3R's region or of categories such as colleges, with an agenda determined by the librarians, at least in part.

Sometimes librarians functioning in a peer situation can forge solutions to problems or agree to a policy that benefits all without the impediments of bureaucracy. An example of the latter was the agreement to exchange free photocopies reached by the SUNY Librarians Association and the Library Association of CUNY.[11] That agreement was truly an example of the cooperative spirit applied to resource sharing.

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# THE IMPACT OF PRESERVATION AND CONSERVATION EFFORTS IN NEW YORK STATE

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New York State libraries benefit directly and indirectly from the groundwork and financial support of the national preservation programs which have emerged over the last few years. New York has developed a model of coordinated statewide preservation programs unique in the United States. In order to appreciate New York State's direction and efforts, it is useful to review the emergence of preservation planning nationally.

"One out of three volumes in research collections may be too brittle to use; eight out of ten may be acidic and destined to embrittle."[1] Grim words stated succinctly, "Most of our research material will eventually disappear."[2] This quote from the 1978 study of the book collection at the Yale University Library suggests that it may not be possible to save much more than five percent of the materials printed since the mid-nineteenth century. The fragile quality of paper has been exacerbated by storage conditions not suited to long-term viability and, as is the nature of libraries, by actual use. Another basic problem is "knowing just what to collect and preserve from the mass of material...repositories too often operate as separate entities...wasteful competition rather than coordination and cooperation persist far too often."[3] Yet even while there is potential for disaster of catastrophic proportions, these conditions have in turn served to renew interest in preservation and conservation and helped to coalesce action among research centers. Emerging is a national planning strategy for the development of standards for collection assessment, preservation programming and for securing monetary support.

## THE NATIONAL IMPETUS

Numerous committees, workshops and conferences have examined these pressing concerns, gathering momentum over the past few years. Notable examples of strategic planning, funding and experimentation in preservation and conservation have been encouraged by such groups as the Council on Library Resources (CLR), the Research Libraries Group (RLG), the Library of Congress and others. A substantial funding impetus has been provided by other agencies as well. The National Endowment for the Humanities (NEH), the Exxon Education Foundation, H.W. Wilson and the W.K. Kellogg Foundation have made notable contributions to support preservation activities.

Endowment support from NEH has been the catalyst for many of the developments in the 1980's. NEH funded the Yale Library's study of the environmental and physical condition of its collection. This led to the publication of a landmark report on the status of its physical collection and called for immediate efforts towards conservation and preservation of materials. NEH funds supported the training of the initial group of Yale librarians in preservation administration. NEH has also supported RLG's Cooperative Microfilming Project and the Association of Research Libraries' Preservation Planning Program. NEH, additionally, fostered the development of workshops by the Society of American Archivists. A spur to further planning and training activities is the establishment in January 1985 of NEH's Office of Preservation. "The Goals and Priorities of the NEH Office of Preservation," by Jeffrey Fields, in *CAN* (*Conservation Administration News*), April 1986, is a thorough, yet concise, report of the goals and objectives of the Office of Preservation.

RLG's focus seems to be two-pronged: The encouragement of materials preservation and, relatedly, the fostering of cooperative preservation efforts. Their Cooperative Preservation Microfilm Project will, in its first five years, enable 10 institutions to microfilm approximately 60,000 titles. The documented work of these institutions (here in New York State, Columbia University and The New York Public Library) will also offer to the rest of the library community a working study of cost factors involved in microfilming and in the logistics of cooperative efforts. RLG is also supporting the preservation activities of 28 music collections through the Music Program Committee, of which Yale has acted as clearinghouse since inception of the committee in 1982. RLG has also provided database access to preservation records through RLIN's Archival and Manuscripts Control Subsystem. The bibliographic records of preservation data aid in making preservation decisions at research centers by providing knowledge of materials' availability and condition.

The Library of Congress offers access to archival information through the printed source, *National Register of Microforms*. This source has enjoyed wide distribution among libraries. The LC 007 MARC field provides database access to archival materials as well. The Library of Congress has recently expanded preservation activity through the revitalization of its National Preservation

Program Office. Their involvement in the development of the DEZ deacidification process has aroused controversy and interest; yet, it has served as an impetus to discussion and experimentation with alternative conservation methods.

*"One primary goal... long-term programs in microfilming."*

The necessity of sustained funding and collaborative efforts[4] to insure the success of preservation programs was the reason behind CLR's establishment of a Commission on Preservation. The Council's 18-month study, which culminated in the publication of *Brittle Books*, recommended that a standing commission examine and suggest steps towards the standardization of policies and procedures for preservation activities. The Commission, which held its first meeting in April 1986, included New York State representation with Carole F. Huxley, Deputy Commissioner for Cultural Education, State Education Department. One primary goal will be the identification of financial support structures for the development of long-term programs in microfilming. Also supported projects will be ranging from a study of preservation costs conducted by Robert Hayes of UCLA to an evaluation of the archival potential of optical disk materials.

The Association of Research Libraries (ARL) has a strong involvement in conservation and preservation planning. The Microforms Project is a five-year design focused on the development of operational preservation programs appropriate for external funding. Concurrently, the aim is to identify strategies germane to coordination of microfilming projects.

A potential arena for cooperative efforts was suggested by the International Federation of Library Associations (IFLA) Core Programme in Preservation and Conservation, which was first announced in April 1986. The Programme will be based in the Library of Congress.

## THE IMPACT IN NEW YORK STATE: COOPERATIVE PROGRAMS

Since 1984, the New York State Legislature has authorized the provision of funding for the preservation of deteriorating research materials unique to the State and/or research collection. Administered by the Education Department's Division of Library Development, the funding structure encourages preservation programs and cooperation among State research collections. During this most recent legislative year, Chapter 37 (replacing Chapter 348 – 1984) set aside $1.8 million for these programs. Ninety thousand is awarded to each of the comprehensive research libraries (the 10 ARL libraries in New York State and SUNY Binghamton) for in-house preservation activities; $500,000 (an increase of $300,000 over last year) is available to all other library preservation programs in the form of discretionary grants. Of great promise is the newly funded component for coordinated preservation projects. Annual awards amounting to $350,000 will be given to comprehensive research libraries to support cooperative preservation activities.

The Exxon Foundation, as part of a CLR-sponsored preservation initiative, has awarded $584,000 for the establishment of the Mid-Atlantic States Cooperative Preservation Service. The four-year grant will provide for equipment, facilities and staffing of the Service's microfilming [illegible] York State is represented on the Board of [illegible] New York Public Library, the New York [illegible] and Columbia, Cornell and Syracuse [illegible]

*"NED[illegible] provides a preservation awareness outreach service."*

The New York State Library is also a member of an eight-state consortium, the Northeast Document Conservation Center (NEDCC). At reduced rates, any New York State, or New England or New Jersey, nonprofit cultural institution (including libraries) can avail itself of this full-scale facility. Conservation, microfilming, restoration and disaster recovery assistance services are offered. NEDCC also provides a preservation awareness outreach service.

## TRAINING AND OTHER EDUCATIONAL EFFORTS

The report, *Toward a Usable Past*, published by the State Historical Records Advisory Board in cooperation with the State Archives, recommended that action be taken towards the improvement of preservation efforts and coordination of activities in New York State. With the support of Governor Cuomo, this report spurred the development of the Document Conservation Administration Training and Planning Project. This project, developed by the State Archives and State Library with the assistance of an appointed New York Document Advisory Council, had several objectives for its three years of programming: 1) Determining the preservation needs of New York State research collections; 2) Upgrading the level of awareness and expertise of preservation administrators; and 3) Producing a report of conditions and recommended actions. A series of workshops was held across the State in response to the first two objectives. The Advisory Council was, in turn, aided in this planning phase by the input of Archives' administrators on regional problems and concerns. The culmination of this work was a statewide conference held in May 1986. At this conference, a draft of the Council's recommendations was disseminated and discussed. The report, *Our Memory at Risk,* provides a summary of current issues in New York State Preservation and Conservation activities. It identifies possible courses of action in maintaining local collections through in-house preservation and conservation activities. Importantly, it also recommends appropriate State and regional action.

The seriousness of the problems faced by libraries and the high quality of New York State's efforts is being recognized by the NEH Office of Preservation. The Division of Library Development has received a $141,338 grant to provide education and technical assistance service over a 24-month period in the Nation's first statewide program for conservation and preservation of library research materials. The project will use panels of external consultants to assist in development and evaluation of the program and establish a model for adaptation by other states. Staff will conduct an integrated needs assessment based on the New York Document Conservation Administration and Training Project; on review of the five-year plans and annual reports of the 11 comprehensive research libraries; and on consultation with directors and others directly responsible for preservation programs in New York State. Based on the needs assessment, staff will prepare an action plan for the statewide conservation/preservation program. The three major aspects of the action plan are expected to be: 1) a preservation education program; 2) expanded technical assistance for the discretionary grant program; and 3) increased coordination with the comprehensive research libraries.

Two new positions will be filled for coordination of discretionary grants and for long-range planning. The coordinator of discretionary grants, John Townsend, will be able to provide consultation services and coordinate activities for those libraries utilizing State Discretionary Funds in support of their preservation and conservation programs. Roxane Ahkao, the officer involved in long-range planning will appropriate resources and manage time for the development of cohesive preservation activities. Connie Brooks is administering Library Development's Conservation and Preservation Program; she anticipates devoting energies to long-range planning, as well as having the ability to offer greater administrative assistance and consultation services to constituent libraries, thanks to these two new positions.

## ALTERNATIVE PRESERVATION METHODS STUDIED

While the majority of current preservation programs rely primarily upon microfilming, other factors inherent in current collection practices (e.g., proliferation of nonbook formats) have spurred interest in alternative methods of preserving and conserving information resources. The National Library of Medicine is undertaking a study of the archival storage properties of optical disk and magnetic tape, since much medical information is in machine-readable formats.

In New York State, Syracuse University's School of Education is the recent recipient of a $3.7 million grant from the W.K. Kellogg Foundation for archival storage of continuing education and adult education materials on optical digital disk. The grant will allow for records reproduction on optical disk. During phase one, record information will also be entered into RLIN's Archival and Manuscripts Control Subsystem. The Syracuse University Libraries have acted as consultants and have assisted in project development. Their archival records are expected to be entered on optical disk at a later date.

Conservation and preservation activities today exhibit a positive and active effort to delineate and respond to perceived problems. At the State level, we are assessing the viability of our collections, studying the nature of the materials on which we record information and are pursuing cohesive programs of materials maintenance and information dissemination. We are providing training and increasing public awareness of preservation and conservation concerns.

Clearly, extraordinary hurdles have been cleared in coordinating and financing activities in just the past few years. Yet even while we address the essential problems of today, the information infrastructure produces equally pressing, far-ranging concerns. The impact of information storage in nonbook formats and hardware maintenance necessary to utilize these forms has not yet been adequately addressed. Deacidification processes and storage methods must be assessed in terms of current and future impact. Monetary and technical support of programs must continue and grow if our long-term plans are ever to bear fruit. Efforts can and must continue. By the very nature of our profession, we have a substantial responsibility to insure access to our collections. Continued and concerted action at all levels is required to meet our mandate.

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## PAUL FASANA APPOINTED ANDREW W. MELLON DIRECTOR OF THE RESEARCH LIBRARIES OF THE NEW YORK PUBLIC LIBRARY

Library President Vartan Gregorian announced the January 1987 appointment of Paul Fasana to the position of Andrew W. Mellon Director of The Research Libraries of The New York Public Library. Fasana will have overall responsibility for the management and administration of NYPL's four Research Libraries, including public service, collection development, cataloging and conservation, fiscal planning and related functions and services.

Gregorian said, "Paul Fasana's talent, experience and preeminence in the field of librarianship and technology will enable The New York Public Library to lead in the development of innovative solutions for the problems shared by libraries across the nation."

In commenting that "no single library can exist in isolation in this age of information," Richard De Gennaro, Director of NYPL, commended Fasana's role in the founding of the Research Libraries Group (RLG), a national network that has grown to 39 academic and research libraries. This consortium coordinates collecting, cataloging and conservation to ensure that the broadest possible holdings are widely available. Fasana was responsible for the establishment of a comprehensive Conservation Division at the Library, which now preserves nearly 70,000 items each year. He also played a crucial role in one of the most ambitious publishing ventures ever – an 800-volume book catalog that has replaced the 10 million cards in the old card catalog drawer system – and in designing an online cataloging system that now supplements the retrospective book catalog and assists readers in completing a search in just seconds. He has published over 30 books and articles and lectured at several schools.

As Director of the Research Libraries, Fasana will administer a full-time, 550-member staff and a richly varied collection representing virtually all areas of knowledge and all forms of recorded information. The Research Libraries' 30 million books, serials, microforms, prints, manuscripts, musical scores, maps, photographs and recordings are housed in four separate facilities: the Central Research Library of Fifth Avenue, the Performing Arts Research Center at Lincoln Center, the Schomburg Center for Research in Black Culture in Harlem and the Annex on 43rd Street. The NYPL serves as a national research center and "library of last resort" for those who have exhausted their own local resources and is an international resource that actively serves scholars and writers from many countries.

Commenting on the NYPL staff, Fasana observed, "Though I've worked in a number of libraries, I have never found the same kind of pride and professionalism that I see displayed by librarians at The New York Public Library. This attitude comes from being a part of one of the foremost research libraries in the world, and helping people from every segment of society – whether it's a fashion designer, an industrialist, a Pulitzer-prize winning author or researchers from other countries. The challenge is always there; so is the privilege of meeting it."

# PARTICIPATORY MANAGEMENT AND ITS RELEVANCE TO ACADEMIC LIBRARIES IN AFRICA: WITH SPECIFIC REFERENCE TO ENGLISH-SPEAKING AFRICA *

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In spite of the diverse, new methods and trends in the management field, management is still a jungle of ideas, methods and techniques not well defined and clear to its practice. Its definition varies "depending upon the view points, beliefs and comprehension of the definer." [1] The controversy and disagreement among management theorists led Harold Koontz to conclude that "...the variety of approaches to management theory has led to a kind of confusion and destructive jungle warfare." [2]

According to Koontz, management can be classified in any of the following six main groups of schools: (i) management process; (ii) empirical; (iii) the human behavior; (iv) social system; (v) decision theory; (vi) mathematical school.[3] The literature of these schools is very well documented in management publications.

While most studies of management have largely concentrated on the private sector, there is a growing volume of literature and research on the application of management theories and practice in nonprofit organization such as libraries. In academic libraries, the pressure of managing internal matters has greatly influenced the need for academic librarians to develop a keen interest in the various theories and techniques that have been advocated by management theorists. During the 1960's and 1970's, libraries expanded in industrialized countries and to some extent in Africa in terms of physical facilities, budget and library expenditures, library collections, operational services and staff increase. As a result of the expansion, libraries experienced practical administrative problems in the areas of human resources management and fiscal, financial and organizational management.[4] Coupled with the administrative problems of introducing information technology within the libraries, an ongoing concern existed among librarians who desired academic status. In the midst of the administrative controversy, middle level librarians sought a greater voice in the governance of the library.[5] As the complexity of managing the academic library increased, librarians responded to the problem by seeking new management techniques. A management practice that seemed to appeal to academic librarians was participatory management.

This paper discusses the concept of participatory management, its strength and weaknesses as noted in the published literature. Consideration is also given to management problems experienced by academic libraries in Africa and the relevance of participatory management as one of the methods that can be applied to improve administrative performance and library effectiveness.

## CONCEPT OF PARTICIPATORY MANAGEMENT

Managers in the past believed that the best way of managing employees and getting work done was by threats and punishment. This type of management was based on management theorists such as Frederick Taylor and his School of Scientific Management.

The concept of participatory management evolved from different ideas associated with the human relation school.[6] One of the contributors to the human relation school was McGregor who developed two contradictory theories: Theory X and Theory Y.[7] Theory X assumes that human beings dislike work, are lazy, would avoid responsibility and don't like change. To make the human being work, management must direct, threaten with punishment and control so that the organization goal can be achieved. Theory Y on the other hand suggests that for people to work effectively and efficiently, management should "arrange organizational conditions and methods of operations so that people can achieve their own goals best by directing their own efforts towards organizational objectives." [8] That is to say, people will be motivated to work when given responsibility and freedom to exercise self-direction and self-control in the fulfillment of the objectives.

> *"Herzberg... 'hygiene factor' and motivation factors are independent...."*

Another contributor to participatory management is Frederick Herzberg *et al.* who identified the "two factor theory," namely (a) the "hygiene factors" which are salary, status, working conditions, job security and interpersonal relations (these he called job dissatisfiers) and

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* paper prepared for a course in Academic Library Management.

(b) "motivation factors" which include achievement, recognition, work itself, responsibility and advancement. Herzberg *et al.*, however, stated that the "hygiene factor" and motivation factors are independent of one another and that the absence of some hygiene factors may lead to job dissatisfaction. Nonetheless their presence is no guarantee to higher satisfaction or motivation.[9] Herzberg *et al.* further argue that factors such as work itself, responsibility and advancement have long range effects on job attitudes and "if the organization makes employees happy, it will gain their full cooperation and effort, plus reaching optimum efficiency." [10]

Contributing to the same concept is Rensis Likert in his two major studies, *New Patterns of Management* [11] and *Human Organization*.[12] Likert, after studying a group of managers, observed that management styles could be categorized into four systems: System 1, task-oriented, very authoritarian, based on fear with decision taken at the top and little upward communication; System 2, benevolent – authoritarian type; System 3, consultative type on matters directly affecting the employee; System 4, participative management which is based on team work, mutual trust between the managers and the managed and throughout the organization, group decision and confidence.

Similarly, Peter Drucker's concept of Management by Objectives (MBO), based on a system of involving employees in planning and controlling their jobs, is another contribution to participatory management.[13] Basically, management by objectives is defined as:

> a process whereby the superior and subordinate managers of an organization jointly identify its common goals, define each individual's major areas of responsibility in terms of the results expected of him and these measures as guides for operating the unit and assessing the contribution of each of its members.[14]

Although the contributions to participative management by McGregor, Herzberg, Likert and Drucker were based on profit-making organizations, the significance and relevance of participatory management style and its application to libraries cannot be overemphasized. As Louis Kaplan correctly points out about libraries and other institutions:

> Complex organizations have much in common: their structure is hierarchical; they tend to adopt bureaucratic practices, such as the writing down of regulations; they employ an advanced technology, such as the use of computers and other mechanized equipment; and many of those employed in organization are specialists.[15]

## WHAT IS PARTICIPATORY MANAGEMENT?

The literature indicates that there is no clear definition of participatory management. However, participatory management theory is based on the assumption that staff perform their duties better when given opportunity to have a say in the decision-making process, particularly those decisions that will affect their day-to-day duties.[16] Contrary to autocratic management style, the participatory method emphasizes consultation and cooperation. It allows members of the work force to provide input in the overall running of their work. George Terry defines participatory management as:

> Both mental and emotional involvement of a person to make contributions to the decision-making process, especially on matters in which personal involvement of both the person existing, and to assume his share of the responsibility for them.[17]

In the past two decades, much literature on participatory management theory and its practices in libraries has been published. Kaplan,[18] Burckel,[19] Gwinup [20] and many others have written good reviews on the subject noting its strengths and shortcomings. The first study of a library application of participatory management was done by Maurice Marchant in his dissertation entitled, "The Effect of the Decision Making Process and Related Organizational Factors on Alternative Measures of Performance in University Libraries." Using Rensis Likert's participatory theory in the management of university libraries, Marchant concluded that staff participation in the decision-making process leads to high staff satisfaction resulting in improved library service.[21] Marchant further asserts that the practice of participatory management allows decisions to be made, "at the level best suited for effective resolutions, thus freeing top management for long-range planning and cultivating relations with university administrators and key faculty."[22] Stressing the same point, Edward Evans believes that proper application of participatory management can enable the organization to identify the talents, skills, knowledge and potentials of individual staff members and utilize their ideas in the decision-making process.[23] Libraries employ staff with varied academic background and experiences which can be used to shape and improve library policies, systems and services. These talents can be tapped effectively if the library staff are involved in the overall governance of the library.

It can be argued that staff can utilize their talents even under authoritative management. To some extent this is true as Famularo points out, "Unfortunately there are still many managers who avoid contact with subordinates except to reprimand them and who believe that congratulating employees for doing a good job is a sign of personal weakness."[24] However, the aim of participatory management is to get the optimum efficiency and cooperation of staff and to make them responsible and committed to decisions affecting their work. Contemporary management emphasizes the open communication and participation of employees in decisions which affect their work. Peters and Waterman, in their study, *In Search of Excellence*, found that all excellent companies have a strong philosophy stating, "...in effect, to respect the individuals, make people winners, make them stand out, and treat people as adults".[25] In the organizations that are known for their excellence, employees are treated as the root source of quality and good productivity of work; a "we-they" attitude is very much discouraged.

*"...participatory management enhances commitment...."*

According to Fidelia Dickson, participatory management enhances staff commitment to the library profession and acceptance of decisions, increases job satisfaction and improves the quality of library staff. In addition, participatory management enhances communication among staff and minimizes the traditional territorial and bureaucratic library administrative structure.[26] Proponents of participatory management argue that participation in library planning increases staff enthusiasm, management and interpersonal skills, as staff members learn the difficult process and the complexity of managing an academic library.

However, participatory management does not mean management by consensus; neither is it laissez-faire management. Furthermore, it does not mean that academic librarians abdicate their authority and responsibilities to subordinates. As a person legally charged with the responsibility of the effective management of the library, the librarian can only delegate internal responsibility for decision-making and directive functions but not delegate his or her authority.[27]

## CRITICISMS OF PARTICIPATORY MANAGEMENT

Introduction of participatory management in existing organizations or institutions which use other types of management styles such as autocratic management has often met with a lot of resistance.[28] Although proponents of participatory management have advocated the method as a panacea for library effectiveness there is some evidence in the library literature indicating its weakness. Louis Kaplan, one of the skeptics about participatory management, has cited several sources noting that it is not the best style of library management.[29]

Richard De Gennaro points out that the reason why librarians (particularly in industrialized countries) have been enthusiastic about participatory management is not because of its benefits but rather for justifying faculty status.[30] He further argues that "...much of the library-based management literature since 1970 is self-serving and reflects a direct or indirect preoccupation with matters of staff status and benefits frequently hidden behind arguments for participatory management."[31] Beverly Lynch questions the validity of Marchant's adoption of Likert's model without verifying the possibility of its application to libraries.[32] She further asserts that because Marchant's theoretical development in the study of participatory management was invalid in the measurement of decision making, the study provides, "no basis for the generalization that an increase in library participation in decision making will increase library effectiveness."[33]

Bruce Bergman questions the suggestion that participation in management in the academic library will lead to a greater staff satisfaction which will further result in the improvement of library services. According to Bergman, job satisfaction of a librarian can be caused by a number of reasons; for example, a good salary, a feeling that one has satisfactorily helped users to get information within a minimum of time,[34] a feeling that library users recognize one's good service and a feeling of accomplishing assigned work satisfactorily. However, it is equally true that job satisfaction can be caused by a feeling that library management recognizes your talents, knowledge and skills and consequently takes into account your ideas in the formulation of library policies.

Although there is some skepticism about the relevance and applicability of participatory management in an academic library, it is worth noting that the growing demand for management development in academic libraries, combined with the impact of technological advances, is forcing traditional hierarchical forms of administration of academic libraries to undergo drastic changes. In order to cope with the complexity and pressure of management of academic libraries, it is worth noting Millicent Abell's recommendations which state that:

> For effective performance it is necessary that libraries be aware of ...(1) changes in higher education; (2) variation in management and governance; (3) changes in scholarly communication; (4) changes in technology; (5) changes in patterns and effectiveness of cooperation; (6) changes in disciplinary and individual scholarly interest; and (7) changes in the way services and resources are provided.[35]

Abell's recommendations have implication on the overall governance of academic libraries. The recommendations call for good interpersonal relationship between the academic librarians and their subordinates with an effort to utilize staff expertise in the optimum effective performance to improve library services.

## RELEVANCE OF PARTICIPATORY MANAGEMENT AND ITS APPLICATIONS TO UNIVERSITY LIBRARIES IN AFRICA

It should be emphasized that group decision making is not foreign to African culture. In traditional Africa before colonization, kings, chiefs and village heads had a well-structured system of involving the people in the policy and decision-making process on matters affecting their lives. Committees were formed at different levels of hierarchies. In some instances, matters of public policy were dealt with at an assembly open to all the people of the village, and every one was allowed to speak.[36] Nonetheless, the king or chief or the head of the village had the ultimate authority. This kind of traditional consultative management to some extent underwent some changes during colonial administration.

Several years after independence, many African governments are incorporating traditional and cultural management in public administration. The District Focus for Rural Development in Kenya, where the responsibility for planning and implementation has been shifted from the headquarters of ministries to the districts, is a case in point. The objective of the District Focus for Rural Development is "to broaden the base of rural development and encourage local initiatives that will complement the ministries' role in order to improve problem identification, resources mobilization, and project implementation at the local level."[37]

In the universities in Africa, there is a very strong participatory management by committees, as will be seen later in this paper. On the other hand, there is very little evidence of participatory management practiced in the university libraries in Africa.

There are several reasons for lack of participatory management. For example, librarians regard management as a totally different practice from librarianship, and therefore, they rarely keep abreast with new management developments.

*"...management...in Nigeria have no agreement [on] management training...."*

This poor perception of management development needs of librarians in Africa is evident in the findings of Adokole Ochai in his dissertation, *Management Development Needs of Lower and Middle Managers in University Libraries in Nigeria.* According to Ochai's findings, top management, middle management and lower management of university libraries in Nigeria have no agreement as to what constitutes management training for middle and lower managers. Secondly, university librarians consider that middle library managers have adequate management knowledge to warrant any further training. On the other hand, lower managers are contented with the management knowledge they have and see no areas in management that deserve any serious attention.[38]

Management problems experienced by academic librarians in the industrialized countries are not very dissimilar from those experienced by the academic librarians in developing countries as they all revolve around four major areas of management: (1) human resources; (2) financial resources; (3) physical facilities; and (4) operations. However, the magnitude of the problems varies from country to country and from institution to institution.

Other major management problems include: inadequacy of qualified manpower to run university library services; the desire to attain faculty status;[39] reorganization of library administrative structure from centralized to decentralized structures[40] and from a decentralized to a centralized structure;[41] fiscal planning; library collection development budgeting; and operational services. In addition, the university librarian is faced with management tasks relating to public relations, promotion of library activities and interaction with the faculty staff, university administration and members of the university council.

The university librarians also have to deal with an extra burden of streamlining the decentralization and/or centralization processes where they occur. These reorganizations involve changes in administrative structure which induce conflicts within the libraries as vested interests are affected.

In Africa, the decline of the economy of individual countries has forced many governments to readjust the extent of their national commitments. As a result, universities in Africa which are wholly funded by national governments have to live with a stable or a minimum annual increase in funds to run the university. Consequently, university libraries are facing a situation where the level of their expenditures is being held steady or has a minimum increase or even a contraction. Similarly, the high rate of global inflation forcing an increase in the cost of library materials has exacerbated the problems of acquisition of foreign library materials.

## GOVERNANCE OF UNIVERSITIES IN AFRICA

In most African universities, control is in the hands of a council (membership of which consists of prominent personalities of a particular country), faculty, staff and student representatives. The council appoints various subcommittees to look into different activities of the university. The regulation and overseeing of teaching and discipline within the university is governed by the senate chaired by the vice-chancellor. The senate consists of the academic officer or registrar, the faculty staff, the librarian and student representatives. The chief executive of the university is the vice-chancellor.

Because of its size and responsibility, the senate delegates most of its work to various committees. One of the major committees of the senate is the library committee. In some universities, like the University of Nairobi and Moi University in Kenya, the library has the additional responsibility of running the university bookshop.

## THE LIBRARY COMMITTEE

Kwami Avafia carried out a survey of African universities in 1981 and discovered that 70 percent of African universities have library committees.[42] The library committee is the governing body of the university library. Where the bookshop is run by the university library, the committee is referred to as the library and bookshop committee. The committee is composed of the vice-chancellor or his deputy as the chairman, faculty staff, the librarian and student representative. At Dar-es-Salaam University in Tanzania, the chairman of the library committee is normally the university librarian.[43] At Moi University and the University of Nairobi, the chief academic officer and the registrar respectively are the secretaries of the library and bookshop committee. Interestingly enough in some universities where the chairmanship of the library committee is by election, the university librarian is eligible for election as a chairman. For instance, in the University of Zimbabwe, the librarian was elected as the chairman of the university library committee.[44]

The terms of reference or the function of the library committee differs from university to university. The function may be advisory or controlling. Whichever is the case, the library committee is the main organ by which the university ensures that the library is effectively managed to meet its objectives.

Senior appointments are made by the appointment subcommittee of the council subject to council's approval. Paraprofessional appointments are made by the university administration.

In the library profession, it should be acknowledged that one of the positive legacies the British university administrators left behind in the university library was, as John Haris put it, a statement firmly written into the constitution of most commonwealth universities: "a practical recognition of a library as an essential department of each university's aim and function, and also status of the librarian as one of the senior officers of the institution."[45] As a result, the university librarian from commonwealth countries in Africa is accorded a high prestige compared to other parts of the world. However, one of the negative legacies left behind by the university librarians of preindependent Africa was a highly hierarchical, bureaucratic and departmentalized library administration.

It can be inferred from the above that universities in Africa, as in many other parts of the world, are managed by a system of committees which facilitate open communication and participation in decision making at different levels. Nonetheless, this approach of management is not being practiced to a large degree in the library administration.

## UNIVERSITY LIBRARY ADMINISTRATIVE STRUCTURE

Most of the libraries in Africa are still run on a pyramidal management structure with an isolated and strictly departmentalized system. Decision making is centrally coordinated with a rigidly stratified authority and accountability. Such pyramidal and functionally departmentalized management leads to fragmentation which has a serious consequence on administration and coordination of library services. Similarly, the traditional hierarchical structure promotes detachment of administration and causes disunity within the organization. The system inhibits sharing of valid information and internal commitment of staff to their work. Hierarchical and functionally departmentalized management discourages staff openness and individual articulation of goals and ideas. This may result in staff being secretive about their activities and make problem solving in a library situation ineffective since everyone wants to "play it safe."

Since the beginning of 1980, a new management structure in university libraries in East Africa has begun to evolve. In Kenya, for example, the University of Nairobi has been decentralized into six colleges. Each college has its own principal head who is responsible for general and academic administration. Each college has its own library, and it is likely that the administration of University of Nairobi libraries will be decentralized. At Kenyatta University, apart from major departments such as technical services, the library is organized into broad departmental subject areas managed by subject specialists.

At Dar-es-Salaam University in Tanzania, there has been a major reorganization of library administrative structure. Prior to July 1984, the University of Dar-es-Salaam library service was decentralized with the chief librarian as the executive officer of the library and with six functional department heads. Currently the title of the chief librarian has been changed to the director of library services and assisting him are four associate directors heading major divisions of library service as follows: (1) associate director, administration and central services; (2) associate director, readers' services; (3) associate director, technical services; and (4) associate director, research and documentation.[46] All these reforms are aimed at improving library management and library services.

> *"...(MBO) is one form of participatory management."*

In an effort to improve library management and library services, university librarians in Africa should consider applying staff participation in the running of the library, not because it is the best style of management, but because it produces better results. There are different methods of participatory management that can be practiced in academic library situations. Peter Drucker's Management by Objectives (MBO) is one form of participatory management. MBO is a process involving the subordinates, in conjunction with each one's superior, in setting goals. It also involves developing action plans, conducting periodical reviews and appraising annual reviews. MBO can be carried out by the superior and the subordinate on a one-to-one basis. Proponents of MBO claim seven benefits: "improvement in management performance, planning, coordination, control, flexibility, superior-subordinate relationships and personal development." [47]

However, MBO has not been widely accepted as an effective method of management practice by many libraries. Critics of MBO expressed some caution of MBO's application to library management. They warn that MBO is very expensive, time consuming, not always very efficient and is very bureaucratic.

The most commonly used approach of the participatory method is committee management. Committees can be set up according to the needs of each university. The most important of all is the library management committee, which is a coordinating committee. This committee should include heads of major departments. A management committee is very crucial, as this is where library policy issues are discussed before being presented to the senate library committee. Likewise, all recommendations made by the senate library committee are reported to the library management committee for interpretation and implementation. The library management committee is also responsible for the reviews of the overall performance of the library, and it receives recommendations from other library standing committees.

Similarly, standing committees dealing with specific aspects of library work could be established. For example, (1) a collection development committee would be responsible for preparation of guidelines on collection development policy where there is none, or internal book allocation funding methods and an insurance that there is a fair balance of library stock. Members of the committee may consist of subject specialists, faculty staff and those librarians who are constantly in touch with readers. There could also be (2) a library staff development committee, and (3) readers' services committee and any other committees as found necessary by the librarian. An alternative is the formation of task force committees for specific purposes.

> *"Most importantly... believe in participatory management as an effective style..."*

However, for participatory management by committees to be effective, the university librarian should: (1) explicitly spell out the terms of reference or functions of each committee; (2) spell out at the beginning the precise limitations of the committee's authority, purpose and to whom it is answerable; (3) continuously provide information to each committee concerning its role; and (4) train members of the committee in management skills related to group dynamics, leadership, planning and communication. This will enable staff to participate effectively in decision making. Similarly, there should be frequent evaluation or appraisal of the committees. Most importantly of all, the university librarian must believe in participatory management as an effective management style, if it is to succeed. Participatory management should not be applied by university librarians as a means of abdicating their managerial responsibility to the committees. University librarians should be in control of their libraries because they are professionally responsible for the success or failure of the library.

## CONCLUSION

Current trends in library and information science indicates that library managers are applying new management concepts and discouraging traditional pyramidal structures within library administration. The pyramidal structures have dominated library management in the past to the detriment of quality library services.

In this paper an attempt has been made to highlight the benefits of participatory management and its weaknesses as noted in the literature. The paper also discusses the relevance of participatory management and its applicability to university libraries in Africa. Committee management has been emphasized in this paper as a method that can be applied in library management in Africa.

The argument against the effectiveness of participatory management in academic libraries cannot withstand the fact that the autocratic management practiced in some libraries is unacceptable in the modern library environment. Although participatory management is considered as a *modus operandi*, it should be realized that libraries are service organizations. Their effectiveness can only be measured by the way they deliver essential services efficiently to their patrons, not by the way their human resources are managed efficiently. Therefore; librarians should not concentrate on participative management, or any kind of management for that matter, for selfish motives, but as a method to provide high quality service to the users of the library.

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## AMERICAN LIBRARY TRUSTEE ASSOCIATION AFFILIATION PROGRAM

More than 300 library boards of trustees have registered with the American Library Trustee Association's (ALTA) Affiliation Program in its first two years. For an annual fee of $75, local public library boards can affiliate with ALTA, the only national library trustee organization, which has some 1,700 members. Sharon Jordan, ALTA executive director, said the affiliation program aims to provide a networking opportunity for boards for which individual memberships may not be economically feasible but whose members do want access to helpful information.

Affiliates receive a "New Trustee Packet" of orientation materials on the role of the trustee and library management; Trustee Digest, a quarterly newsletter with concise summaries of articles of special interest to trustees from library journals and the national press; and a certificate of affiliation, suitable for framing. Affiliates may also call the ALTA office for information and referral on topics of concern. In addition, Affiliates receive a subscription to *Business Information*, general information and schedules of meetings/programs of ALA/ALTA Annual Conferences and Midwinter Meetings and various other informative materials.

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